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CHILD PARENTS WELFARE TEACHERS

The National Parent-Teacher Magazine

DECEMBER 1929

FEATURE ARTICLES

The Christmas Spirit

Importance of Early
Childhood

Thrillers

Whitethorn at Yule
A Play

The Sixth Right



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A POSTSCRIPT TO SANTA

The Christmas Spirit

A Mother-Talk

BY ELIZABETH HARRISON



Elizabeth Harrison was a pioneer in kindergarten work in America. After several years of teaching, she organized in 1886 the National Kindergarten and Elementary College, and was its president until failing health necessitated her retirement in 1920. As a lecturer, as the author of books on child training, and as a woman of wide humanity and vivid personality, she was an outstanding figure among American educators to the end of her long life. She died in 1927.

Confident that Miss Harrison's clear vision and sympathetic understanding of child nature give her words enduring value, CHILD WELFARE considers it a privilege to offer a short series of "Mother-Talks" arranged from unpublished manuscripts left among her papers.

The first of the series by Miss Harrison is appropriately named "The Christmas Spirit."

WITH the coming of the Christ Child upon earth two thousand years ago a new era dawned, one in which love was to be the supreme thing and eventually rule the world. If the great wealth of love which the child possesses is not trained upward spiritually through service it will degenerate into self-love or selfishness, a sin so deadly that Dante represented the selfish person at the bottom of the Inferno, frozen in a sea of ice.

To save our children from selfishness and to develop the love-element in their natures, so that their own lives may be full of joy and happiness and so that they may bless and make happy other lives, is one of the greatest gifts that any mother can give to her child.

It is often said, and with much truth, that unselfish mothers make selfish children. The child who has everything done for him, and of whom little or nothing is required, will be discontented and fault-finding and will never know true happiness.

Two friends of mine, a husband and wife

without children, adopted a girl of twelve. All that love could prompt and money supply was lavished upon her and nothing expected of her in return. When she grew to young womanhood she was beautiful and accomplished, but selfish. One day, when the mother's heart was near breaking and she could no longer hide her grief and disappointment from me, she said, "I cannot understand it! We have done *everything* for Fannie, but she always thinks of self, never of us." I could not add to her weight of sorrow by telling her that she had made the girl selfish, but I well knew that had she required service in return for love bestowed she would have gained the child's love as well.

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To realize how very important the training of love is we have only to look about us and see how the beautiful Christmas festival is misunderstood and abused.

All festival occasions, when rightly used, have a unifying effect upon the family,

neighborhood, school, church, state or nation, in that they direct all minds, for the time being, in one direction and toward one central thought outside of self. The family festival is an enormous power in the hands of the mother who knows how to use it wisely. By means of birthday anniversaries, Fourth of July, Thanksgiving, and above all, of Christmas, she can direct her children's activities into channels of unselfish endeavor. Of all festivals of the year the Christmas festival is perhaps the least understood, if one judges by the general observance of the day. Why do we celebrate Christmas? What are we celebrating? Is it not the greatest manifestation of unselfish love that has ever been revealed to man? And how, as a rule, are children taught to observe it? Usually by expecting an undue amount of attention, an unlimited amount of injudicious feeding, and a selfish exaction of unneeded presents; thus egotism, greed, and selfishness are fostered.

The Christmas season should be the season in which the joy of giving is so much greater than that of receiving, that the child through his own experiences, is prepared to receive the great truth of the love expressed by the coming of the Christ Child. For weeks beforehand the mother can lay plans by which each child in the family may make something, may do without something, may earn money for the purchase of something, which is to add to his Christmas joy by enabling him to give to those he loves, and also to the unfortunate who, but for his thoughtfulness, would be without Christmas cheer. In this, of course, the mother must join with heart and soul else the giving will become a mere formal obligation.

Little children, when rightly trained, enjoy the putting of themselves into preparations by which they are to surprise and

please others fully as much, if not more, than they do the receiving of presents.

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LET me contrast two preparations for Christmas which have passed under my own eye. In the one case I chanced to be in a crowded toy shop where hurried, tired women were trying to fill out their lists of supposed obligations for the Christmas season. All was confusion and hurry, impatience, and more or less ill-humor. My attention was directed toward a fashionably attired mother, leading by the hand an over-dressed little girl about eight years of age.

The tones of the mother's voice struck like a discord through my soul. "Come on!" said she petulantly to the child who had stopped for a moment to admire some new toy. "Come on! We have got to give her something and we may as well buy her a couple of dolls. They'll be broken to pieces in three weeks' time, but that's no matter to us. Come on, I've no time to wait." This last was

"I am glad to know that 'Child Welfare' is to publish the mother-talks of Miss Elizabeth Harrison. Miss Harrison's early books—'A Study of Child Nature' and 'Two Children of the Foothills'—made in their time a notable contribution to kindergarten literature and are still useful. Miss Harrison was the first to put the kindergarten theory and philosophy into a form which appealed to mothers and to elementary teachers."

Lucy Wheelock,
Wheelock School, Boston.

accompanied by an impatient jerk of the loitering child's arm.

Thus what should have been the joy of Christmas-giving was made to that child a disagreeable, unwilling and useless expenditure of money. What part of the real Christmas spirit could possibly come to a child from such a preparation for Christmas as this? Nor is this an unusual instance. Go into any of our large stores and shops just before Christmas and you will see scores of women checking off their lists in a way which shows the relief of having "one more present settled."

On the other hand, go with me into a quiet kindergarten where the sunshine without is rivaled by the sunshine within. See the teacher seat herself and gather around her the group of eager children. Listen to

the tones of her voice as she asks, "How many of you would like to be a little Santa Claus and give presents?"

A shout and clapping of hands is the usual response to this question. "Well then," the kindergartner says, "we will begin making our presents this very day," and so the work begins. Day by day, as the little fingers weave the mats and sew the cards and put into form the simple presents which they can easily make under the direction of the teacher, the spirit of love is growing in their hearts. This is increased by the Christmas stories which are told them from day to day of people who have lived for others, forgetful of self. The inspiration of such lives is often seen in the children's desire to do something for other children, showing that the seed of brotherly love has already taken root in their hearts.

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THE instinctive delight of putting his own thought into his plaything rather than accepting the thought of the manufacturer, is why most boys delight in presents of tool chests. Books, of course, when wisely

selected, are always good presents for children. Each well selected book gives a child a glimpse of some other part of the great world which he has not yet entered. Various games in which all the children may take part, in which good-humored competition comes into play, are also judicious presents for the older children. But above all things else, let the joy of having given of his best to some needier life be the chief thought of Christmas time.

How pitiable to think that instead of our hearts being filled with love to overflowing for friends, for acquaintances, for humanity, for God, we look forward to Christmas with dread as a day for paying debts to those who have given us presents, a day for the giving of gifts without the heart of the giver.

There is no greater truth to teach the child than that happiness is not in the getting, but in the giving. One who is called a great educator has told me that children are supremely selfish until they are twelve or fourteen years of age. I cannot assent to such a statement. When it is true it is because we have made them so.



Photo by H. Armstrong Roberts

"Happiness is Not in Getting, But in Giving"

A Message from Mrs. Hoover

THE Child Welfare Company has taken pleasure in presenting a subscription to CHILD WELFARE to "the first lady of the land," Mrs. Herbert Hoover.

In replying for Mrs. Hoover, her secretary writes as follows:

*The White House
Washington
September 6, 1929*

*Mrs. Martha Sprague Mason,
8 Grove Street, Winchester, Mass.*

MY DEAR MRS. MASON:

Your letter of August 26th and the copy of CHILD WELFARE which you were good enough to send to Mrs. Hoover, have been received and she has asked me to express her appreciation for your kind thought of her.

Mrs. Hoover was pleased to be elected a life member of the National Congress of Parents and Teachers, and now her pleasure is emphasized as she learns that CHILD WELFARE enters her name in its golden book. She will look forward with interest to its monthly arrival.

With her gratitude and best wishes for its continued success, I am

Very sincerely yours,

ROBERTA I. BRADDOCK, Secretary to Mrs. Hoover.

Christmas

BY KATHERINE COWIN



A Madonna

By Raphael

Candles in the windows, bells across the
snow,
Sound of children's laughter, holly, mistle-
toe,
Carols in the churches, songs out in the
street,
Music ringing everywhere, rich and clear
and sweet.

Toys fill every stocking; love warms every
heart;
Shining trees which die to bloom bravely
play their part.
By these joyful symbols, by these tokens
gay,
Everything that walks or creeps knows it's
Christmas Day.

Strong men who have suffered; women who
knew tears
Raise their eyes to smile again across two
thousand years
At a winsome baby in a country far
Cuddled in a manger underneath a star.

Thrillers

BY LUCILE F. FARGO

DID you see it—a cartoon on the front page of the daily paper entitled "Thrillers?" "When Dad Was a Boy" shows Dad at the age of thirteen, hump-kneed in the middle of an old-fashioned bedstead, hair on end and eyes popping out, his room lighted by the furtive rays of a kerosene lamp, and in his hands the fearsome adventures of "Deadwood Dick." "And Now" pictures Dad's boy. Discarded shoes and unmistakable pajamas suggest the hour of repose. But Dad's boy has his own thrillers: "How to Install Wireless" and a heavy volume of "Radio Engineering" hobnobbing with a litter of spools and springs; beside these an object of wires and batteries and forked sparks, once an innocent soap box, but now a transmitter; the latest issue of "Radio News" grasped in eager hands; a half-moon smile wreathing an absorbed face—and, of course, Mother calling from below, "Elmer! If you don't put out that light and go to bed I'll come up there! It's eleven-thirty!"

I toss the daily aside with a smile. An excellent cartoonist, that man. And then I look again, cut the picture out and file it away. And every once in awhile when my thousand-odd slick-haired high school irrepressibles turn up their noses at the James Fenimore Coopers and "As You Like Its" the teachers demand they shall read, and show what they really like by wearing the

"Scientific American" to shreds and purloining all the books on radio left in their path,—when this happens I get out that cartoon and smile again and take heart. The avenues to successful manhood are so many! Dad got there in spite of "Deadwood Dick." And Elmer is arriving, rather more hopefully, I think, by the radio-electric route.



An Old-Fashioned Thriller

Being a woman and a librarian, it is hard for me to see my shelves of Dickens untouched by youthful hands and Cooper largely in the discard. I loved those books when I was Elmer's age. But then I remember that I didn't care much for the things Mother thought I ought to read. And how I did thrill over "Barriers Burned Away!" It all comes back to the tritest thing in the world and the most overworked word in all psychol-

ogy: Interest. Elmer is like his dad, and so is Mary Elizabeth. Each reads the thing that is interesting, not to you or me necessarily, but interesting from the point of view of thirteen years, or sixteen. And to guide and direct is hopeless unless you first get that point of view.

Books for the Self-Conscious Age

Now Mary, rather earlier than Elmer, is tremendously interested in herself. Witness the ever-present vanity box, even at the kilt-skirt age. And so, aside from fic-

tion, which she reads for sheer joy and excitement, you can get her started on any book which tells her of herself: what makes a pretty complexion, how to be popular, what motherhood is. In this group I recollect a number of useful titles: Stote—"Making the Most of Your Looks"; Conde—"Being a Friend"; Lowry—"Preparing for Womanhood"; Slaterry—"Just Over the Hill"; and Sangster—"Happy School Days."

As for Elmer, when he needs a personal word, there is Moore—"Keeping in Condition"; and Clarke—"The High School Boy and His Problems." But I think a little of this goes a long way, at least until the boy becomes girl conscious, when problems of etiquette rise to the first rank and his mother would do well to present him with some simple manual like Anna Steese Richardson's "Etiquette at a Glance."

The Biography Stage

Boys and girls want to know how to be successful. "The Americanization of Edward Bok" reveals how young Bok saved up his nickels, bought a set of Appleton's "Encyclopedia of American Biography," read it painstakingly and wrote to the various notables included therein to inquire how they had arrived. It's a very human trait to want to talk about yourself, especially if you have achieved, and Bok had answers from a surprising number of the great ones of earth. Most boys and girls wouldn't do it Bok's way. But the field of human biography becomes an alluring one to them if they start with the right people, and here there is such a bewildering plenty of titles from which to choose that one hesitates to mention a limited number for fear of slighting by omission others equally good. However, here are some that have worn well.

FOR GIRLS:

Stern—"My Mother and I."

Shaw—"Story of a Pioneer."

Antin—"The Promised Land."

Palmer—"Life of Alice Freeman Palmer."

FOR BOYS:

Thomas—"Boy's Life of Colonel Lawrence."

Meadowcroft—"Boy's Life of Edison."

Muir—"Story of My Boyhood and Youth."

Kellogg—"Herbert Hoover."

Bok—"The Americanization of Edward Bok."

In this connection it is well to beware of making too close a sex classification in your young folks' library. In biography, as well as in the fields of travel and adventure to which we shall shortly come, girls frequently like boys' books, although as far as I know, the reverse is not true. This fact makes it possible to provide a suitable home library for boys and girls without always selecting different titles for each.

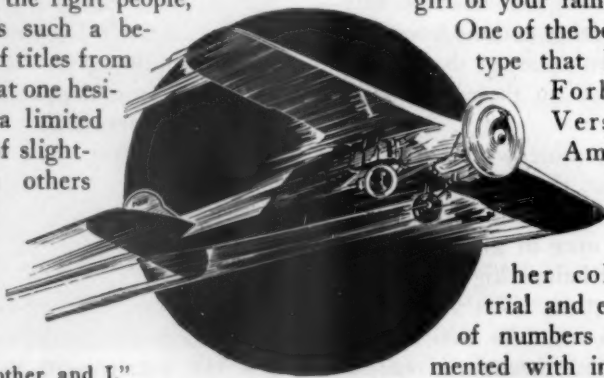
How About Poetry?

Do boys and girls like poetry? Yes, some boys—and some girls—and some poetry. "The Cremation of Sam McGee" rarely fails to make a hit with a live, adventure-loving boy, and from the somewhat crude "Rhymes" of Service you can usually go on to titles from Kipling and Noyes and Masefield. But you will probably have to read these things aloud to the boy; and if you do not want to scare him away by expecting too much, you had better present him with a small collection of miscellaneous verse rather than give him a complete volume of any one author,—except perhaps Service or Kipling. In a collection there will probably be as many poems for the girl of your family as for the boy.

One of the best volumes of this type that I know is Anita Forbes' "Modern Verse: British and American." Miss

Forbes is a high-school teacher who has made

her collection by the trial and error method. Out of numbers of poems experimented with in successive classes she has salvaged a well-assorted



A Modern Thriller

few that are approved by the boys and girls themselves.

With the approach of graduation day you can safely invest in volumes of verse entirely by one author. But the selection should be made according to clues obtained from the boys and girls themselves. By this time their tastes have presumably been formed. One likes Riley and another, Van Dyke; Sara Teasdale's love songs and Daly's Italian dialect make each their own appeal. One thing leads to another in literature as well as in life. Teasdale may lead to Tennyson, and Daly to Browning.

Books of Travel and Adventure

But to get back to the meat and marrow of youthful reading. Once more pushing aside fiction, which has a tendency to swamp all else, let us consider certain other titles that may occasionally be made to stand up against its overwhelming urge. There are a few books of travel and adventure that will actually do it. Landor's "Explorer's Adventures in Thibet" is a steady favorite, and the lure of the Orient occasionally reaches the older girls through such books as Alsop's "My Chinese Days," and Sugimoto's "Daughter of the Samurai." Byrd's "Skyward," and "The Road to Cathay" by Sherwood and Mant are among the library's best sellers. The point is to get travel that is not merely descriptive. It must have pep and adventure and bang and a strong personal slant. Dixon's "Westward Hoboes" disappeared from the library shelves almost as soon as purchased. The librarian hopes its surreptitious circulation justifies the money spent on it.

A Goodly Supply of Humorous Literature

It may cause astonishment when I say that the field of humorous literature is more poorly looked after by the majority of well-read parents than almost any other. And yet I submit that there is no point where education is more desirable. Vulgarity is so commonly the accompaniment

of popular humor that it is not surprising to find many boys and girls (and sad to say, numberless growaups!) who cannot distinguish between the two. Clean, sparkling, rib-tickling wit is as rare as it is delightful. But it can be found done up in packages of boy and girl size, a confection which should be consistently urged.

One of the merits of much real humor is that it is funny to old and young alike. But there are snags here. The 'teen age turns up its nose at anything childish. Hence some of the best humor makes no appeal. The "Peterkin Papers" are deliciously funny to me. But I should not expect them to be so to my high-school boys and girls. The Peterkins are too "simple." Another snag is subtle wit. To the adult with a keen sense of humor this is the most delicious of all. But it demands a background of training and taste, and that is just what your 'teen age boy or girl has not. Such books as "Christopher Columbus," Lincoln's "Cap'n Eri," Myra Kelly's "Little Citizens" and Kate Douglas Wiggin's "The Bird's Christmas Carol" are safe choices, but George W. Curtis and Samuel McChord Crothers are not.

In Fiction—Give Positive Advice

Of fiction in general I shall say little. To make a list would be impossible, and to mention even the high lights would overweight the balance of this brief discussion. But certain principles should be borne in mind, one of the first of which is this: the surest way to create a desire for a book is to forbid it. Far better to take a chance on Mary Elizabeth's overlooking a questionable best-seller than to tell her she must not read it. And even if she gets it, the chances are she will either be bored or that, with her wholesome, healthy mind, she will fail to get the subtle suggestions and furtive details that make it so objectionable to you. In the fiction field, positive advice is so much to be preferred to negative! A shelf of good books sprinkled plentifully with "That's a splendid story," and "Nearly all boys like this," is ten times as effective as a thousand "Don'ts."

Another thing to avoid is the hothouse story. Boys and girls in the high school are on the very threshold of life. They do a deal of thinking. They need to know the world as it is—the good of it and the bad of it. No use to sugar-coat the pill or present life in a children's edition. A mother came to me one day to remonstrate against the inclusion of a certain great novel in our high-school fiction list. "There is a scene," said she, "where the hero looks on the girl he loves from the viewpoint of physical desire only, I don't want my girl to know that such things happen." The fact that this was a minor incident, that the hero came magnificently through his temptation and that the whole atmosphere of the book was natural, normal, and healthy made no impression on her. Her daughter, as I afterwards learned, was morbidly curious about all sorts of things, and her curiosity was directly traceable to the mother's over-zealous effort to keep her in ignorance.

All you need to be sure of is that the story you give your boy or girl is well written, that it is true to life, and that it does not make crime attractive or immorality desirable. In this age of best-sellers that may be a large order; but it is a possible one, and your library and your school stand ready to help with expert advice. The bubbling interests of your boys and girls point the way. You can make each choice a "thriller" if you will.

It is surprising how much variety there is in the tastes of a single youngster.

The Kind of Books to Buy

I have assumed that you are going to buy books for your young people. I think you should. Books, like pictures, create their own atmosphere. I have suggested some that will create the right sort of atmosphere. They should be lived with. It is not enough to borrow an occasional volume from the public library. If Elmer wants the latest thing on radio or Mary

Elizabeth craves a manual on cross-stitch embroidery, those may very appropriately be borrowed. Elmer's knowledge of radio will soon outrun the elementary treatise of this year and Mary Elizabeth will drop cross-stitch for batik. But biography and travel and history and poetry and the right sort of humor and fiction are never out-grown. They are things to live with and to grow up with. You don't expect your boy or girl to develop an eye for the beautiful simply by going to an art gallery. You hang your walls with re-

productions from the masters in the hope that taste will develop unconsciously and the eye become trained by familiarity with the best. So, too, with literature. A few shelves of books well chosen will be far more likely to give your young people the right start toward life and art than an expensive floor lamp or an overstuffed davenport.

Elmer and his sister are going to get their thrills somewhere, just as you did.

Truth is stronger than fiction and frequently more thrilling. The real problem is to find out the sort of truth their appetites demand—and then to feed them.



The Finished Product

Hang an Orchestra on the Christmas Tree!

VERY likely Donald's shining saxophone and Marjory's violin, which figure so well in the high-school orchestra, were Christmas gifts. Why not give similar, though less costly presents to the least ones, too?

An editorial that appeared a while ago in the *Ohio Parent-Teacher* reported the following conversation between a first-grade teacher and a mother: Said the teacher, "If only we had enough instruments in our grade we could have such lovely times with a Kinder Orchestra. But those little instruments are expensive and I hate to ask parents to buy them."

The mother thought a moment and exclaimed, "Why don't you ask your P. T. A. members to give their first-grade children instruments for Christmas with the understanding that they take them to school?"

Kinderbands have been instituted as a means of aesthetic development, pleasure, and communal activity in a few schools. In the Irving School of El Reno, Oklahoma, the first-grade boys gave their initial performance at a parent-teacher meeting and it was so much appreciated that the Business and Professional Women's Club asked to have the boys play at their club room. The band wears a fetching uniform of white and blue cambric, trimmed with bullet-shaped brass buttons and gold braid. A phonograph helps out the young musicians by playing the tunes in the background.

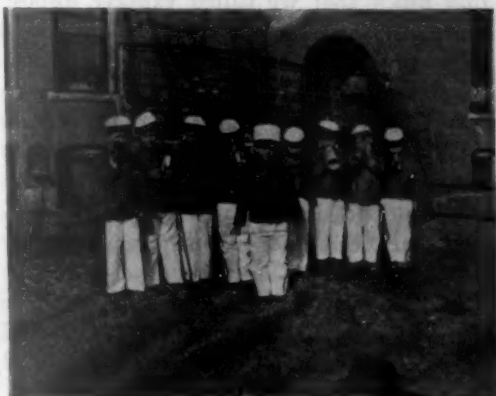
In the South Pasadena, California, Kinderband the melody of the selections is played by an older student at the piano and one of the smaller members of the band at the marimba. The personnel is made up of pupils from the first and second grades and is changed twice during the school term, in order to enable as many children as possible to take part in its interesting

activities. The girls wear white dresses with a small sleeveless vest of dark blue, striped with yellow braid. The boys wear sailor trousers, with dark waist, also striped with braid. Helmet-shaped hats are fashioned of orange cardboard, with a gay decoration pasted on the front.

The Longfellow School of Raton, New Mexico, also has an enthusiastic kindergarten orchestra. One of the merits noticeable in their performances is the entire absence of self-consciousness displayed by the participants.

The small drums, cymbals, triangles, tambourines, horns, and whistles used in these bands are a little more than mere toys, and Father and Mother, or Uncle and Aunt who equip them may be glad to have given presents that help so much to foster in the little ones a sense of rhythm, and some familiarity with simple musical compositions, as well as cooperation in a social project.

The experience gained in these diminutive musical clubs is excellent preparation for the time when the boys and girls, grown older, have the opportunity of playing in the high-school orchestra.



Just Beginning



Dr. Patty Smith Hill

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SOME of the best scientists and psychologists of today are endeavoring through research and experiment to prove that which the seers of the past believed and taught with regard to the importance of training and care in early childhood.

All these experiments point to the belief that human destiny is largely shaped by the nurture or neglect of infancy and early childhood. "Give me the child until he is seven," said the wise old priest, "and I care not who has him afterward." While this is an exaggerated statement of an important truth, we are coming to believe that much that we called vaguely disposition, temperament, and constitution, traced to physical heredity, and regarded as a foregone conclusion determined by ancestry, is now looked upon as the results of what is called "social heredity" or the effects of environment. The emotional habits of happiness or discontent, amiability or irritability, affection and confidence, generosity and good will, or antipathy and suspicion, selfishness and malice are established in the dim beginnings of life by the social and moral ideals of those who handle the child and set the standards for his daily thoughts, feelings, and behavior.

Importance

BY PATTY SMITH HILL

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It is one of the tragedies of life that the child of bad ancestry is likely to be born into an environment that fosters the worst tendencies in his physical heredity, and neglects the nurture of the best in his physical, mental, and moral make-up. In exceptional cases only, where the child is taken in early infancy out of a wretched environment into which he is born, have we had opportunities to prove what the right kind of social heredity can do to undo what a bad physical heredity is supposed to have passed on.

Early Pre-school Educators

WHILE the importance of these pre-school years has always been appreciated by people of rare insight and deep sympathy, it is only comparatively recently that an organized, intelligent effort has been made to give systematic training and discerning, sympathetic care to little children before they enter the primary school. Froebel and Montessori are the best known leaders in this movement to rescue young children from ignorance and neglect, though many tentative attempts had been made before these better known and more successful institutions were organized.

As early as 1774, Pastor Oberlin, one of the great philanthropists and educators of France, opened the doors of his school in Alsace to the war-stricken babies of two, three, and four years, in his efforts to reform a post-war society with habits of crime, ill health and indolence.

of Early Childhood

Robert Owen in Scotland in 1800, made a definite attempt to protect the babies in the factory districts from the neglect caused by the new industrial conditions which required the labor of both mother and father, and the older children as well, to earn a bare subsistence for the ordinary family.

The little children too young to enter school, necessarily deserted by parents and older sisters and brothers slaving eight, ten and twelve hours a day in the mills and mines of that period, stirred this man's soul to pity and a deep desire to rescue them from crime, disease, and depravity. He opened the first infant school in Great Britain, and when infants and young children of all ages and races stormed the school, he saw that he would have to draw some line of demarcation between a day nursery and a nursery or infant school. As a consequence he issued the most interesting school entrance requirement in the history of education, "ability to walk" being the necessary prerequisite for entering his nursery school.

No Three R's for Toddlers

WHEN these tiny toddlers, or runabouts, as they are called, were once received in the school, the next problem was what to do with them. Because it was easier to think of reading and writing than anything else, his teachers attempted to teach the three R's in homeopathic doses to these tiny pupils, but Robert Owen knew better and saw more deeply into the hearts and minds of toddlers than the teachers of his day. He would have none of it and sought far and wide to find teachers who had enough wit and wisdom, enough imagination and inventiveness to build up a new curriculum for the babies based on baby needs—play, sunshine, health and happiness in the open air.

Three years later Froebel opened his first kindergartens in Germany in 1837, and again had to fight for the right of the pre-school children to a curriculum based upon happiness and health, play and work, and gardening in the open air.

Nursery Schools

DR. MONTESSORI opened her House of Childhood in Italy in 1908, in a new reformed tenement in one of the oldest, most neglected, most criminal and poverty-stricken sections of Rome. About the same time England made her wonderful experiment with the slum babies of London in the first Nursery School in that country under the guidance of the two sisters, Miss Rachel and Miss Margaret McMillan.

In 1918 when England was endeavoring to reconstruct her educational system in the light of the national weaknesses manifested in her struggle in the World War, the well-known Fisher Bill was drawn up and accepted by Great Britain. One of the most important clauses in this Bill was the right of the two-year-old child to its just proportion of the school tax in providing nursery schools and training schools for Nurse Teachers. Both Miss Margaret McMillan and Miss Grace Owen, the two great leaders in this movement, had convinced England by proving through previous experiments what could be done with and for the pre-school children of the slums of Great Britain by the establishment of Nursery Schools. The result was the passage of this clause of the Fisher Bill, pushing the educational period of childhood back toward infancy, into what has been rightly called the "Neglected Period."

Baby clinics and maternity centers had done much to reduce the mortality of infants under two, and the kindergarten had opened its doors to the child at four. England saw that the period between two



A Line-up of Pre-School Children

and four was uncared for, unprotected, a most impressionable period when personality, disposition and individuality are rapidly taking on character for better or for worse. Children at this age need much more than bodily care, important and fundamental as this is. The mind grows rapidly. Both body and mind are incessantly active. It is a troublesome period to adults if children of this age are left in an environment unsuited to their nature and needs. Because of this the average adult caring for babies of two years is kept busy saying, "No, no!"—so much so that it has been called the "no, no" period.

"Yes, Yes" Instead of "No, No"

Now a nursery school is equipped for babies—it is an equipment which cannot be injured by the baby's bungling activities while learning to walk, climb, jump, run, handle, push, and pull. His environment reduces danger to him to its lowest figure, and says "yes, yes" instead of "no, no" to his inquiring mind and active body. In both France and England these nursery schools for children from two to six years of age are supported by public tax just as their schools for older children, and why not? Haven't children of two just as much right to growth and development as children of 6, 8 and 10?

In this country we have as yet provided kindergartens for only a small proportion of children from 4 to 6. In New York City, for example, children of four rarely gain entrance, as the five-year-olds are given right of way and hundreds of these are on the waiting list, often passing on into the school before their rightful turn comes round.

Third Year May Be Too Late

IF the findings of mental asylums are to be depended upon as pointing to a future science of these early years, they will go to prove that we have abandoned to neglect and chance the most formative period of human life. Dr. John Watson, one of the best known psychologists of infancy in the world, says that if we wait until the third year we may be too late, as disposition and character are largely set by this time, and are the results more of social than of physical heredity.

Our universities are now leading in this work of pre-school research and investigation, hoping to awaken parents, teachers and school authorities to the importance of infant education. Dr. Arnold Gesell at Yale University is offering graduate courses on the pre-school child. The late Dr. Bird Baldwin established a pre-school laboratory in the University of Iowa. Merrill Palmer

in Detroit has an infant psychological laboratory. Nursery schools are directly or indirectly connected with Harvard University, in cooperation with Miss Abigail Eliot. At the University of Chicago and Columbia University teachers who are partly teachers, partly nurses, are being trained to educate these babies of two to six in habits of health, of emotional poise and social adjustment.

Experimental nursery schools are proving to parents and teachers what can be done if we make an early start. The toddlers who are so fortunate as to be in a nursery school under the daily care of an intelligent, highly trained nurse-teacher are sent into the school possessing clean, well-nourished bodies, and are well equipped mentally and morally.

The Home Most Important

IMPORTANT as nursery schools and kindergartens are, and grateful as we are that they are being safeguarded so that no one can teach in them without preparation, without a license, a normal school diploma, a degree from a university, nevertheless the influence of the mother, the father, and family—the home—strikes deeper still in making or marring our citizens of the future. In one of our largest American penitentiaries it is asserted that they have statistical proof of the fact that chauffeurs as a group rank low in intelligence and high in criminality. Nevertheless we do make some poor efforts, at least, in requiring a test of their ability to run automobiles before granting licenses that trust the life of the public to their care.

But any fool or knave, any imbecile or criminal can assume the responsibilities of parenthood, and unless overt physical cruelty or neglect can be proved, the child is left by the state to a home life of ignorance, neglect and crime. Little or no preparation is offered or required of prospective parents—no license for teaching at home, no examination, no certificate, no diploma, no degree.

Why should not the high schools and nursery schools of the future be so organized

that our high-school girls and boys can learn child care, and hundreds of neglected babies have daily contact with these mothers and fathers of the future under the guidance of trained nurse-teachers?

Pigs vs. Babies

WHY should not courses in child feeding, nursing and teaching be in the curriculum of all our colleges, and in evening classes for parents in our public school system? They will be when the young child is regarded as the *Nation's greatest asset*. Our great Nation is still willing to spend its millions in safe-guarding our crops and in improving the quality of hogs and cattle, while investing a few paltry thousands in educational experts to investigate the conditions which might insure improvement in our human stock.

Agriculture still ranks higher than child culture in our national life, and until children come first, as our greatest responsibility, beginning education as early as possible and continuing it as late in life as possible, America may justly be accused of being the greatest of the half-educated nations.

The Teacher's Vision

"I see a child, a wonderful thing,
A creature of God's design,
With its being unfurled
Like a flag to the world,
Half human and half divine.

"I see a mind all new and untried
And a heart and a conscience unstrained,
And a body that's whole,
And an untouched soul,
And they're given to me to be trained.

"O God, give me strength to measure that
mind,
And read what that intellect holds,
And judge it aright
And develop its might,
As it completely unfolds."

The Wise Use of Leisure

The play presented below, illustrative of the best that Christmas brings to us, comes to the Department on *The Wise Use of Leisure* through the Committee on Drama and Pageantry. For October, Mr. J. W. Faust, chairman of the Committee on Recreation, wrote about *Playground Layout and Equipment*, and for November, Miss Sarah Byrd Askew, chairman of the Committee on Children's Reading, contributed *Programs and Outlines on Children's Reading*. In January we shall have an opportunity to know what Mr. J. Winthrop Andrews, chairman of the Committee on Art, thinks about *Teaching Art in the Home*.

Whitethorn at Yule

BY MARION HOLBROOK

Characters

ALFREDA, KURL, CEDRIC

SCENE: *The dwelling of a thrifty thane in Somersetshire near Glastonbury Abbey, about the tenth century. This is a rude chamber furnished with a plain deal table, placed sidewise, well down right, with a bench on either side. Down left is a wide fireplace with a high-backed chair at upper end. Up left, beyond the fireplace, is a cupboard in which are dishes, a bowl of fruit, a jug, and the Yule candle. A wooden cross hangs on the back wall, right center, with a shelf or sconce beneath it on which a candle may be placed. Candles are burning on the table. These and the fire are the only light in the room. The door is up right.*

Alfreda is seated by the fire working at an embroidery frame. There is silence for a moment as she works, the fire light shining on her fair young face. Then Kurl, her husband, enters. He carries an armful of wood which he brings down to the fire, kneeling to stir it.

Alfreda: Husband, say what betides.

Kurl: Naught, Alfreda. The night is clear and bright and the wind bloweth cold out of the East. A fair Yule night.

Alfreda: Haply a night for holy deeds and blessed visitations.

Kurl (rising): Ye wit, all strangers must be bidden in. Man nor beast in the kingdom lacks sup and shelter this night.

Alfreda: Ay, Kurl. Haply some beggar, moaning with his sores, will knock and softly will I bid him in and wash his wounds and comfort him with mead and oaten cakes.

Kurl (seating himself down right): And haply the Holy Thorn may bud and bloom on yonder hill.

Alfreda: Ay, long have we waited for

that blessed sight. Dost know how many years since the whitethorn budded and bloomed at Yule tide?

Kurl: 'Twas long ere I was born. But my father's father saw with his own eyes a man who walked the wold on Yule day, bearing a branch of whitethorn in full bloom.

Alfreda: All those years and never a man so pure of heart that he might see the bush a-bloom and fetch a spray to bless his house!

Kurl: There's none in Glastonbury, nay, nor none in all the shire but would be blinded by the sight of it. Yea, a man must be right pure in heart and selfless through and through ere he could hope to pluck a single twig.

Alfreda: Ay, bethink ye, Kurl, 'twas sprung from the staff of good St. Joseph, he of Arimathea, the blessed one who laid Christ in the tomb and faréd forth to Britain with the Holy Grail.

Kurl: Sooth. Oft have I heard the tale. How there, within a stone's throw from our door, he rested on the hill called Weary-All and struck his staff amongst the brambles and lay down like any home-sick man, I ween.

Alfreda: And while he slept the Holy Thorn grew where his staff was stricken. Kurl, could ye but bear away one snowy bloom, bethink ye how this lowly house might thrive. Ah, ye might be great in eyes of folk if such could hap to thee.

Kurl: Nay, Alfreda, too long have I craved such boon.

Alfreda: If not ye, haply Cedric, our son, may yet win favor in the sight of heaven.

Kurl: Ho! Sooner will the King make me an earl! Nay, in that sapless stripling are all my dearest hopes a-witheréd.

Alfreda: How came we to have such a dolt for a son!

Kurl: Nay, ask me not. But yester eve I found him lying on his face beside the brook, singing.

Alfreda: Singing! Wean him from his fancies could I never. The flowers whisper to him, the water maketh music.

Kurl: Ay, when I took him by the scruff he cried out that the brook was teaching him a song.

Alfreda: Woe that thou and I shouldst have this changeling!

Kurl: Yea, a man would liefer lose his sight than that his son should be an addlepate. Alfreda, ere ever thou didst set thine eyes on Cedric, I held the babe snug in my arms and prayed that he might bring a blessing to the house of Kurl. And now—God give him wit to know one foot from t'other!

Alfreda: Ah, well, now ye have set him in the service of the Earl, belike by jostling amongst fighting men he'll rub some manhood in his marrow.

Kurl: Yea, if thou hast not fairly coddled him into a maiden.

Alfreda: 'Tis not my coddling but thy own list for dreaming that maketh Cedric such a lackbrain. Nay, blame not me that thy son hath a hollow reed in his back.

Kurl: Have done, Alfreda. Bethink ye it is Yule tide.

Alfreda: Yea. I meant it not. (Going to him.) No harsh words must we have this night.

Kurl: 'Twas as if ye had not spoken. But methinks Cedric is overdue from the feasting.

Alfreda: My mind's eye sees him now, bearing some gift from the Earl's hall, a length of fine silk or a silver circlet in token of good service.

Kurl: A silver circlet! (Crossing to fire.) Ho! Rather would I see a fist full of silver coins!

(As he speaks, Cedric appears in the

doorway. He is a slightly built lad of twelve, sweet-voiced and simple of manner.)

Cedric: God shield thee, mother and father!

Alfreda: Cedric! Thou art late. Art a-cold from thy long trudge, child?

Cedric (coming down); Nay, mother, tonight I know not whether I be warm or cold.

Kurl: Ye know not if ye be cold!

Cedric: Nay, I am a-shiver with being glad, yet do I burn with something like a sorrow.

Alfreda: Good lack! What hath addled thee tonight? 'Tis the night of Christ's coming, child. Know ye not that?

Cedric: Ay, that I know. Have I not heard the singing stars?

Kurl: Enough! Come ye from the Earl's hall empty handed?

Cedric: Nay. I'd a fat loaf from the kitchen and a cloak from my lord's lady.

Alfreda: Didst lose them, zany?

Cedric: Nay, mother. But thou bakest loaves a-plenty and thou hast already a good warm market cloak.

Kurl (going over to boy and grasping him by the shoulder).: What did ye with the gifts?

Cedric: Father, I met one on the way with nothing in his stomach and little but the wind on his back. To him gave I the loaf and cloak.

Alfreda: Thou gavest away the Earl's bounty!

Kurl: What thief took thy gifts from thee?

Cedric: 'Twas no thief, father. 'Twas Wulfin'g o' the Meadow.

Kurl: Wulfin'g!

Alfreda: The half-wit of the town!

Kurl (shaking the boy): Thou gavest thy loaf and cloak to Wulfin'g?

Cedric: Ay, father, for that he was a-cold and hungering.

Alfreda: A cloak with ermine trimmed, belike.

Kurl: Ay, a gift this house might treasure many years. And thou gavest it away. (Thrusting him toward the door.) Get thee forth, thou milksoop!

Cedric: Father!

Kurl: Ay, get thee forth, nor cast thy shadow on this door till thou hast put off thy fool's ways.

Alfreda: A cloak of finest silk, gossamer lined!

Cedric: Mother!

Alfreda: It breaketh my heart.

Kurl (to *Cedric*): So much for thee!

(*Cedric* goes out slowly, his head on his arm as if to ward off a blow.)

Kurl: Now am I the unhappiest man under the welkin.

Alfreda: Wulfin'g—the town noddy! Wulfin'g, besmirching my lady's cloak and slobbering on the Yule loaf!

Kurl: Come weal or woe, I care not. My son, my son who was to light my elder days, is a fool.

Alfreda: And yet meseemed he was the fairest chick in Glastonbury.

Kurl: Fairness doth not become a budding man.

Alfreda: Ah, well, it draws nigh unto midnight, *Kurl*. Haply if the Yule candle be lit and thou and I prepare the Christmas feast, heaven may yet lighten our sorrows.

Kurl: Think no more to be blessed of heaven, *Alfreda*. (Crossing to fire.) Nothing have we worthy of the Holy One.

Alfreda: Nay, not even the Yule loaf or the cloak of Flemish cloth.

(She gets candle from cupboard, lights it and places it beneath the Cross, then sets dishes, fruit and jug on the table.)

Kurl: Strange that the fire can glow so cheerily when the heart lieth so sore in the breast.

Alfreda: Good sooth! Be not so heavy minded! Haply the boy may have his fancies and yet take on the wisdom of a man.

Kurl: Yea, oft as a smooth-cheeked boy I sat upon this hearth and dreamed strange dreams.

Alfreda: Ay, and oft did I dwaddle at the milk pan or the spindle. Belike we were both over-given to mooning.

(There is a pause while *Alfreda* moves about the table and *Kurl* gazes into the fire. Then *Cedric* appears in the doorway, holding a branch of whitethorn in full bloom. A light is cast on his face from the bios-

soms. He stands there timidly, unaware of the miracle.)

Cedric: Father, I beg thee let me in. Longer I cannot bear thy wrath.

Alfreda: *Cedric*; art thou—*Kurl*! Dost see?

Kurl: The whitethorn!

Cedric (stepping into the room but remaining up-stage): Yea, is't not beautiful? I could but bring it thee. And is't not strange that whitethorn blooms at Yule?

Alfreda: Where—where didst thou find it?

Cedric: Upon the hill called Weary-All I walked beside the Abbey, and there, of a sudden, saw I a thorn bush at my feet, all fair with blossoms.

Alfreda (to *Kurl*): What makest thou of this?

Kurl: Now God forgive me! Our son, *Alfreda*, hath found the Holy Thorn!

Cedric: Ye are not wroth with me for that I gave away the gifts?

Alfreda: Nay, pray God be not wroth with us, my son.

Kurl: Were every stone in this house turned to pure gold, we could not be so rich as we are now!

Alfreda: For that I am the mother of this child, the gift of earls could not bedaze me, *Kurl*.

Cedric (delightedly): Mother! Father! I did not know whitethorn could please thee so!

Alfreda: My son, my very son, hath found the Holy Thorn.

Kurl: And brought God's blessing to the house of *Kurl*.

(On this last line soft music is heard and, as a warm, soft light streams through the doorway, falling on the boy, all kneel before the Cross. "The First Nowell" may be sung very softly. The tableau should be held through the first verse and then the curtain is slowly lowered.)

Costume Suggestions

Alfreda wears the familiar mediæval dress, a straight, rather full-skirted costume held in at the waist by a cord. The wide sleeves are slit below the elbow and lined with contrasting color. A tight under-sleeve of white material covers the arm from elbow to wrist. A loose fold of

white finishes the round neck and should be arranged at the back so that it appears to be a hood which has been thrown back. Cambric of ruby red might be used with pale yellow for the sleeve lining. The skirt sweeps the floor so that the shoes are hardly seen. Inconspicuous low-heeled slippers should be worn. Her hair is parted in the middle and fastened at the nape of the neck.

Kurl wears a tunic, girded at the waist, and tights. Pale green might be used for the tunic with brown tights and buskins. Cedric wears the same costume and may have a cowl if desired. A soft blue tunic with dark blue cowl and tights is suggested. If the cowl is used the hood should be slipped off the head before his final appearance.

If it is impossible to secure tights, long cotton stockings may be worn with shorts which will be covered by the tunic reaching just short of the knee. Buskins may be made of socks, worn over slipper soles, to the top of which flannel may be sewed to resemble the cuff.

Both male characters should wear wigs of straight hair, either cut straight across the forehead or parted in the middle. Cedric is fair-haired.

The play in which both child and grown-up come together to work toward the same goal provides a much-sought common ground where the two may meet in a spirit of cooperation and mutual interest seldom found in the ordinary contacts of social life. As the child of an artist takes his father's cast-off palette and bits of paint and works beside the easel at his own little painting, so may the boy or girl cast in a child's rôle work with his parents or his older friends at creating a beautiful play. It is a sadly lost opportunity when drama is not used as an art to draw all ages together in the atmosphere of self-forgetfulness and devotion to a common interest so necessary to the production of a good play. In such plays the child finds himself in his natural place, working out his interpretation of another child, and contributing his best toward a worthy and artistic piece of work.

Christmas plays are especially valuable for such use as they set forth ideals of family relationship which will linger in the mind of both young and old actors and perhaps carry some remembrance of beautiful conduct into the rush of everyday life.

In the following list of Christmas plays relationship between child and parent is charmingly expressed through the medium of old folk tales and the Nativity:

NO ROOM AT THE INN, by Olson. 1 act. 4 characters. A lamp made by a child of Bethlehem lights the hut of the Christ Child. An exquisite and simple story of a mother who shows her child the beauty of the commonplace. Walter H. Baker Company, 41 Winter Street, Boston. 35c. No royalty if four copies are purchased.

THE BOY ON THE MEADOW, by Ethel Van der Veer. 1 act. 5 characters. Based on an old German legend of a waif who gave her new shoes to the Christ Child. The familiar theme of the child's impulsive generosity. Samuel French, 25 West 45th Street, New York. 35c. Royalty \$5.

THE WOODCUTTER'S CHRISTMAS, by Linwood Taft. 3 acts. 7 characters. 1 interior. A young child, sheltered by the woodcutter's family, proves to be the Christ Child. The humble family willingly share with the stranger-child. Eldridge Entertainment House, Franklin, Ohio. 25c.

THE BIRD'S CHRISTMAS CAROL, by Kate Douglas Wiggin. 3 acts. 13 characters. A splendid dramatization of a favorite story. A better piece of comedy has never been written than that contained in the second act, when Mrs. Ruggles gives her famous lesson in "manners" to her little brood. Baker. 65c. Royalty \$5 if no admission is charged, otherwise \$10.

THREE CHRISTMAS WISHES, by Caroline Fenniman. 9 characters and extras. 3 scenes. In a most unusual dream, a little girl sees the error in her selfish Christmas wish. To her parents' delight, Christmas morning finds her making a new, unselfish wish and helping it to come true. Especially suitable for a community program. Woman's Press, 600 Lexington Avenue, New York. 50c.



The Sixth Right

To Be Born With

A Sound Mind in a Sound Body

BY RUTH ANDRUS, PH.D.

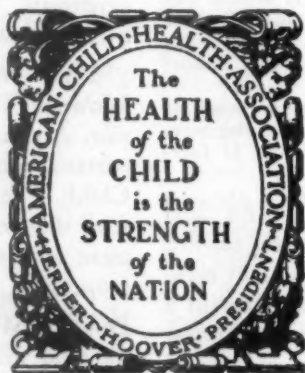
This is the sixth of seven important articles based on The Child's Bill of Rights.—EDITOR.

A SOUND mind in a sound body" has been the slogan for many causes, gained or lost, good or bad, in the hundreds of years which have elapsed since the Roman satirist held this ideal before a decadent empire. It is high time to invest the words with renewed meaning, to see what light may be thrown upon them by recent findings of experts in the fields of mental and physical hygiene.

Start Well and Keep Well

ONLY comparatively recently have we taken the step from special attention to the feeble-minded, the poor, the halt, and the blind, to equally careful attention to the specially endowed, to keeping well the well and fit that they too may realize their fullest capacity. We have sought and still seek, rightly, to prevent delinquency by careful work with those who have already shown anti-social tendencies, but we are beginning to see that the best way to prevent difficulties such as delinquency is to anticipate, to build up healthy social contacts so the unhealthy may not develop. By no means should programs of curing and prevention be abandoned, but through continued effort to start well and keep well we may shift the bulk of our emphasis from taking care of the underprivileged to the better development of the privileged.

I can easily imagine that as you read, many are thinking, "How are we going to



be rid of our feeble-minded, of our lame and others? You surely are not advocating legislation for the sterilization of the feeble-minded, epileptics, etc.!" I have much more faith that science and a certain kind of natural selection based on education rather than legislation may gradually alleviate and remove the causes of the unfit.

In order that this "natural selection" may have a chance, education for positive mental and physical health is necessary. At present, like teachers who teach for the lowest end of the class, since they are judged by the number of failures, and who do not trouble themselves to develop fully the average and above-average child, democracy is in danger of setting up the unfit as a standard. So we face the underdevelopment of many, and a future under the leadership of the mediocre.

Choosing a Mate

I AM not using the term "natural selection" in its biological meaning but as a certain everyday, practical aid to the eugenist which can be found in the mind of every boy and girl. "What kind of man or woman do you want to marry?" should be part of every child's education and not confined to adolescent day dreaming. How else are the standards of physical and mental health necessary for happy marriage and successful family life to be developed in the minds of youth?

There are other practical eugenical aids in life about us if we but look for them. What contribution to physical health is made by present clothing for women? Few, if any of us, would go back to the clinging vine type of clothing which hindered exercise and the expression of real bodily vigor. Moreover, the present emphasis on sports for women as well as men, for girls as well as boys, all these are giving the palm to the sound body, vitality and endurance.

Sun-tan, the real article, since that looks better than the artificial, while it is affecting our standards of aesthetics is also increasing our resistance and emphasizing the need of health, if we would survive.

If these and many other influences in the world about us are demonstrating, as the recent winner of the Edison scholarship says, that stamina (physical vigor) is necessary to success, do we need to feel that we can do nothing about the *birthright* of a sound body for our children? Do we need to feel that we are physically what we are by inheritance and that we cannot change this, when we see that the average height of the Vassar girl increased two and one-half inches between 1909-1929?

In a recent article on "New Styles in Feminine Beauty," Katherine Fullerton Gerould shows that today men "who still control the market" are choosing for business, politics, and marriage the woman of power, strength, and competence and thus new standards of beauty are being set up,

The Child's Bill of Rights

THE ideal to which we should strive is that there shall be no child in America:

That has not been born under proper conditions

That does not live in hygienic surroundings

That ever suffers from undernourishment

That does not have prompt and efficient medical attention and inspection

That does not receive primary instruction in the elements of hygiene and good health

That has not the complete birthright of a sound mind in a sound body

That has not the encouragement to express in fullest measure the spirit within, which is the final endowment of every human being.

HERBERT HOOVER

President

American Child Health Association

standards opposed to those of the 1900's which emphasized frailty, acquiescence, and amenity. If this be true, the eugenicist has an ally far better than legislation to insure the birthright of a sound mind in a sound body to the child of tomorrow. Again, I can hear some of you saying, "Oh yes, but such women, interested in so many things, have few if any children, so how does that help the race?" It helps a great deal. Are not a few chil-

dren, sound and strong at birth, better than many coming so quickly, one after the other, that the mother has not time to regain strength to pass on to the new baby? Here again it is a question of quality rather than quantity.

Pre-natal and Maternity Hygiene

PREVIOUS articles on this Child's Bill of Rights have shown what pre-natal and maternity hygiene can do in guaranteeing this birthright of a sound body. A comparatively recent article in a medical journal indicates that the quality of care given by the obstetrician has a great deal to do with the birthright of a sound mind. On the basis of research, the author states that many epilepsies, paralyzes and feeble-minded conditions result from faulty knowledge and faulty handling on the part of obstetricians. Science and training are again better aids than legislation to prevent increase of such unfortunate children and to increase the number of the well and fit. So long we

have been accustomed to charging heredity with such typical conditions, that it is difficult for us to understand that heredity is not entirely to blame. Not only for these conditions has heredity been our comfortable explanation and refuge from facing facts about faulty pre-natal care and early training, but also for many emotional and social qualities in our children. "He gets his good looks from my side of the family, but he looks just like his father when he's mad. His father's family have always had bad tempers!" This and similar remarks are familiar to us all.

What little research there has been shows that to a large extent physical and mental strength seem to be matters of bodily structure, which is largely dependent upon inheritance, but which can be fully realized or hindered in its development by environment. Emotional and social reactions, however, are determined by environment to a great extent.

If, then, we wish to do our part in guaranteeing "the birthright of a sound mind in a sound body" we are committed to an educational program which shall train our youth in the principles of heredity, help them develop standards for choosing a mate, for setting up family life, and understand the need of intelligent pre-natal and obstetrical care. That specialists should possess this information is not enough, for unless the everyday person living the everyday life puts into practice the knowledge of the scientist, we shall go on pouring water through a sieve.

What Is Mental Health?

WHAT is this sound mind, this condition of mental health? Dr. Thom tells us that "Mental health is the nearest approach to a state of mind through which we may achieve maximum efficiency and greatest happiness unhampered by habits and attitudes towards life that lead to varying degrees of failure." Efficiency, success, happiness, are characteristics of the sound mind. Dr. Jastrow says, "You are happy when your mental and emotional going is with the grain of your make-up." Courage, both moral and physical, is necessary, too, for how can one be efficient, successful, or

happy if he is afraid of tradition, himself or the world about him? Sustained effort, the ability to finish and finish in good form, self-criticism, the outside look on the inside man, are all significant characteristics of the sound mind.

And last but by no means least, the working together of the various personality elements in a harmonious whole so there is a minimum of flying off at a tangent, of resistance to our neighbors, the whole characterized by a condition of mind health which "tells you how to use your energy, how to stop

the leaks, how to keep mentally and emotionally fit, how to avoid fatigue, how to develop what powers you have, how to meet your fellow man and get on with him."

Such mental health cannot exist apart from bodily vigor and physical vitality. Of course, genius may apparently achieve success and happiness without physical health, but genius is no measure of the average



Dr. Ruth Andrus

man nor can we develop standards for the education of youth by the achievements of the exceptional individual.

A Joint Responsibility

So our educational program to aid our children and youth to develop standards for choosing a mate and for happy wholesome family life becomes an integrated program for physical, mental and social health and efficiency. Such a program is the joint responsibility of the individual, the family, and the community, to be undertaken by specialists and laymen, by home and school. Parents must possess sound minds in sound bodies if such is to be the birthright of their children. The qualities of the sound mind are developed only through experience. When mental and physical health are the goals of our educational procedure, then such standards for themselves and their companions will be set up in those who are to be the parents of the future.

In school and college this is a challenge to the teachers of biology, social studies, home economics, health education, the vocational councillor and the deans. Only through integration of these courses and activities, both in regard to subject matter and method, through a determination of content on the basis of the needs of the

pupils and through application to their experience can our educational system hope to perform this vital function. Families, too, should take part in this education of their own children by offering opportunity for real partnership in family life to these youngsters by sharing in privileges, difficulties, and responsibilities.

This program becomes, then, one of pre-parental education, not pre-parental in the sense that it is direct instruction in responsibilities of parenthood, but opportunity to develop those qualities upon which successful, happy parenthood and adult life are built. To this education of our youth all the forces of home, school and community contribute, and the obligation laid upon them is to build, not separately and with antagonism, but together, to aid these parents of the children of tomorrow to attain their fullest development and realization.

Questions for discussion:

What ideals of marriage does your community set for its boys and girls?

What opportunities does your own family afford your growing son or daughter to learn how family responsibilities and difficulties may be met?

What provision do you make for legitimate satisfaction of the need for independence and adventure felt by both your boys and your girls?

To Mother Singers

A NATIONAL Mother-Singers chorus is planned for the next National convention, to be held in Denver, in May, 1930. It is requested that groups of mother singers in each state practice the singing of the seven songs selected for the choruses during 1929-1930, and that this music be presented at local, council, district, or state meetings in preparation for the National Mother-Singers chorus in Denver.

SELECTED CHORUSES

1. Psalm 150, Sing Praise to God, the Lord, Cesar Franck. No. 851, E. C. Schirmer Music Co., Boston, Mass., 25 cents.

2. The Throstle, W. Berwald. No. 822, Arthur P. Schmidt Co., New York, 12 cents.
3. Where Go the Boats, Channing Lefebvre. No. 232, Modern Series, H. W. Gray Co., New York, 12 cents.
4. Drowsily Come the Sheep, David Proctor. No. 3015, Harold Flammer, Pub., New York, 15 cents.
5. My Lover Is a Fisherman, Lily Strickland. No. 14142, Oliver Ditson, Pub., Boston, Mass., 10 cents.
6. 'Vira, Franklin Riker. No. 118, Boston Music Co., Boston, Mass., 20 cents.
7. River, River, Chilean Folk Song. No. 4270, J. Fischer and Co., New York, 12 cents.

HELEN MCBRIDE, *National Chairman,
Committee on Music.*

Susie Is Six

BY FAITH BAILEY TURNER

THE other day Jimmie-boy was puzzling over Dr. So-and-So's Almanac, while I sorted the rest of my mail. I used to think that almanacs were printed to exploit the signs of the zodiac and next year's weather, but this one must have been full of symptoms, for presently he startled me with the remark:

"Mother, I b'lieve I've got the scarlet fever!"

Now I have been very much in the same position; not that I expected to come down with scarlet fever—oh dear, no!—but when our parent-teacher association was organized I began to absorb so much literature on the mistakes that parents make in raising their children, that I was sure I had made each one that I read. The symptoms seemed to fit!

It isn't because I have entirely recovered from that state of mind that this is written, but because the helps that have cheered me might help to rescue another parent from the same slough of depression.

This parent-teacher movement which has taken such a hold upon the country at large is supposed to center around the *child*, but I have often suspected that it is really the *parent* who occupies the lime-light—sometimes to his or her discomfiture! Folks used to worry along fairly comfortably with their youngsters, and if we grew up with cross-eyes or a protruding jaw, we just sighed resignedly and said, "Well, that is the way the good Lord made me, and I reckon I can stand it," but it's going to be a different proposition with this younger generation. They're not going to shift the burden of blame; they're going to rest it upon our shoulders with some such pertinent remarks as, "Why didn't you study nutrition when I was a child?" "Why didn't you have my baby teeth attended to properly?" "Why was I allowed to grow up with bad posture?"

This avalanche of child-study started in our district when we began to hold Study Circles. We mothers brought our family mending baskets and our CHILD WELFARE magazines with us; then we spent what was supposed to be one hour discussing our problems, but more often than not it lengthened into a whole afternoon before we had argued ourselves out on such hypothetical questions as how to get Susie to eat what she should eat, or whether it was all wrong for our sons to fight, or when is the proper time to give sex instruction. It really was comforting to know we had the written word of experts to guide us, but better than any other result, it started us thinking. And when one starts thinking along a certain line, whole avenues of endeavor begin opening up.

For instance, in my case there was Jimmie! I had had him almost six years before I began fully to realize how many things I should have known before he was born! While that was a rather late start in our case, there were a million other mothers who could begin earlier! So we came to believe in foundations, because beginning right is better than trying to undo our mistakes.

We had the Round-Up clinics, and encouraged attendance at the "Well Baby" clinics. Community cooperation helps. If we follow out our own busy ways we are apt to neglect taking our small folks to the family doctor until they are really sick, but if we receive a card from the local parent-teacher association chairman asking us to please bring Bobbie and Betty to the next clinic on Friday at 10 A. M., we come, if we have to leave half of our ironing and all of our dusting! That is, if we are modern mothers, alert and determined to take no chances with remediable defects.

We held "get-acquainted" meetings for mothers with pre-school children, when the primary teachers invited us to their school-

rooms and advised us how we could work together to help bridge the gap that exists between babyhood and school life.

The school has to reach out and determine just how far we parents have gone in this character-building and body-building job we have undertaken, and to proceed from that point. If the soul-fabric which we put into their hands is fine and beautifully patterned, then there is cause for rejoicing among the angels of heaven and the

is finished? As he is at home, so will he be at school, and when he is only one unit in a large group, he is bound to drop behind if he cannot strike the average.

2. Teach your child to be independent—to wait upon himself; to put on his own rubbers; to tie his own shoe-strings; to button his own coat. The teacher likes to help a little chap, but when he is multiplied by thirty or forty it becomes impossible.

3. Teach him good health habits, like brushing his teeth regularly, and keeping his hair and finger-nails neat and clean, and the proper use of a pocket handkerchief. See that he gets regular and sufficient sleep, and that his clothes are comfortable. You fastidious mothers would be shocked at the number of children who learn all they know of health habits from class-room instruction. Visit school tomorrow and see how many tousled heads you can count, how many pair of grimy, chapped hands, how many mouths with darkened and decayed teeth, how many children indulge in open-face coughs and sneezes, how many sit on their spines, and then ask yourself, "Is it fair to put all this burden of correction upon the school?"

4. Teach him some degree of skill with his hands. He will learn neatness and accuracy to a certain extent as he goes through the primary grade, but since hand-work plays such an important part during the first year or two, it would help much if he had an ideal to start with. Can he handle scissors and cut out neatly, or does he "whack" it out? Can he color simple outlines and keep inside the "fences?" Can he paste without smearing everything in proximity?

5. Supply him with a background of general knowledge. Perhaps it is background which most distinguishes a child. Certainly it helps in determining his status, and it quite often means his advancement or retardation in this day of mental tests. Think what a fund of working knowledge can be sandwiched in with the everyday things! What seeds did you eat for your dinner today? What vegetables hide in the ground? Which ones are picked from vines? What color is this ripe pear? Let us count the

(Continued on page 213)



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Susie

angels of earth—but if that pattern is not so sure, and not so perfect, then perhaps a simple message from the teachers of Susie-Six-Years may be for us:

1. Train your child in habits of obedience and concentration. We are all familiar with the threat, "Just wait until you start school. The teacher will make you behave!" The teacher will be a very superior sort of person if she can accomplish where you have failed! How far will Johnnie get if he minds only when he pleases, and has not learned to listen to what he is told? Does he pick up his own playthings, or do you do it for him? Can he stay with a task until it



A Merry Christmas

To the Members of the National Congress of Parents and Teachers:

As the Christmas season approaches our thoughts turn to the Great Teacher who came among us with a message of peace and good will. The lesson He taught 2,000 years ago of the brotherhood of man is at last beginning to be understood and appreciated. Men are acknowledging its possibility and acceding its desirability. Leading nations are adopting treaties and compacts, looking toward the final extermination of war. More and more organizations are being formed for the purpose of assisting in this great humanitarian movement.

Educational institutions from the elementary school through the colleges and universities are attempting to build curricula that will give students a knowledge and understanding of other nations and other peoples in an effort to break down prejudices—religious, political or governmental, and social. And this is well. Too much thought and attention cannot be given by nations, organizations, and institutions to the great idea of universal peace.

The world is tired of strife and dissension. The world is looking for relief.

The National Congress of Parents and Teachers has from the beginning stood for a sane and wisely-directed program of world peace, and has used its influence as an organization for the development of such a program.

The Congress feels, however, that its greatest opportunity for promoting universal peace is through the thorough training of the individual child by the individual parent. We cannot overlook the fact that the home is the child's first school and that to it is given the responsibility of inculcating in the child during its early and impressionable years lessons of tolerance, respect for the rights and ideas of others, and a sympathetic attitude toward people. Good will must be established first in the family; then it will naturally extend to the neighbors, the community, the state, the nation, and finally to world relationships.

Is it not true that the hope for world peace is held in the hands and the hearts of little children? And whether or not this hope is realized in the years not far ahead depends upon the things they are taught in the home at the time they are forming their habits of thinking and their habits of living.

Christmas is a time when parents are making great sacrifices to bring to their children gifts that will give them joy and happiness for a season.

Many will not be able to satisfy the material desires. But all can bring them gifts of love and understanding which in turn will beget good will and peace on earth.

Lila Ruddle Marrs

President.

Motion Pictures

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

Classification

A—Adult. Adult pictures are recommended for those of mature viewpoint and experience.
F—Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—Juvenile pictures are recommended for children under fourteen years.

W—Westerns, recommended for the family.

*—Especially recommended.

R—RATING

A—Good. B—Harmless, but second rate as to plot and production.

R	Title	Class	Stars	Producer	Reels
ALL TALKING					
A	Bulldog Drummond	A	Ronald Colman-Joan Bennett	United Artists	7
B	Big News	F	Robert Armstrong	Pathé	8
A	Dangerous Curves	A	Clara Bow	Para. Fam. Lasky	8
A	Disraeli	F	George Arliss	Warner Bros.	9
A	Dynamite	A	Conrad Nagel-Kay Johnson	Metro-Gold.-Mayer	9
A	Fast Company	F	Evelyn Brent-Jack Oakie	Para. Fam. Lasky	8
A	Flight	F	Ralph Graves-Lila Lee	Columbia	14
A	The Gamblers	A	Lois Wilson-H. B. Warner	Warner Bros.	8
A	Girl in the Show	F	Bessie Love-Ray Hackett	Metro-Gold.-Mayer	9
A	The Great Divide	F	Ian Keith-Myrna Loy	First National	10
A	The Green Goddess	A	George Arliss-Alice Joyce	Warner Bros.	7
A	The Hottentot	F-J	E. E. Horton-P. R. Miller	Warner Bros.	8
A	Illusion	F	Chas. Rogers-Nancy Carrol	Para. Fam. Lasky	9
A	Marianne	F	Marion Davies	Metro-Gold.-Mayer	13
A	Married in Hollywood	A	Norma Terriss-J. H. Murray	Fox	9
A	Mister Antonio	F-J	Leo Carillo	Tiffany Stahl	7
B	Mother's Boy	F	Morton Downey	Pathé	8
A	Mysterious Dr. Fu Manchu	A	Warner Oland	Para. Fam. Lasky	9
A	Paris Bound	A	Ann Harding	Pathé	8
A	Rio Rita	F	Bebe Daniels-J. H. Murray	R. K. O.	15
A	Sailor's Holiday	F-J	Alan Hale	Pathé	8
A	Side Streets	F	Owen, Tom and Matt Moore	R. K. O.	9
A	They Had to See Paris	F	Will Rogers-Irene Rich	Fox	9
A	The Thirteenth Chair	F	Conrad Nagel-M. Wycherly	Metro-Gold.-Mayer	10
A	The Trespasser	A	Gloria Swanson-Robert Ames	United Artists	10
A	Three Live Ghosts	A	Joan Bennett-Beryl Mercer	United Artists	9
A	Why Bring That Up?	F-J	Moran & Mack	Para. Fam. Lasky	10
A	Words and Music	F-J	Lois Moran	Fox	9
A	Welcome Danger	F-J	Harold Lloyd	Para. Fam. Lasky	8
PART TALKING					
B	The Flying Marine	F	Ben Lyon	Columbia	8
A	His Lucky Day	F	Reginald Denny	Universal	8
A	Lucky Star	A	Janet Gaynor-Chas. Farrel	Fox	9
A	Wonder of Women	A	Lewis Stone-Peggy Wood	Metro-Gold.-Mayer	9
SOUND					
A	Eternal Love	F	John Barrymore	United Artists	8
A	Speedway	F-J	Anita Page-Wm. Haynes	Metro-Gold.-Mayer	9
A	Four Feathers	F	Richard Arlen-Fay Wray	Para. Fam. Lasky	9
SILENT					
A	The Mysterious Island	F	Lionel Barrymore	Metro-Gold.-Mayer	10
A	She Goes to War	F	Eleanor Boardman	United Artists	7
B	Stairs of Sand	F	Wallace Beery	Para. Fam. Lasky	8

This list comprises pictures approved by Arkansas, Georgia, Missouri, and Pennsylvania.

December, 1929

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Our Children *and* Their Parents



IV Children's Learning in Relation to Their Parents

BY GARRY CLEVELAND MYERS, PH.D.

IT is safe to assume that every child is born with a certain general learning aptitude and that every child, regardless of his educational opportunities, has certain very definite limitations in respect to the skills and knowledge which he ever can acquire. It is safe also to assume that no child ever will develop his capacities to learn entirely to their limits.

Intelligence Tests

THE psychologist has invented the intelligence test as a means to help him estimate how readily and rapidly each child can learn. By its aid he can, as a rule, within an hour, tell us much more about the brightness or dullness of our child than we or his teachers can learn from weeks of observation. Of course, the psychologist will

sometimes make mistakes in his mental diagnosis, since no intelligence scale approaches the precision of a yard stick. Nevertheless, mental testing is now accepted by school authorities as a means by which certain children are allowed to begin public school earlier than usual, or are placed in special classes according to their ability, and later are directed into college preparatory or vocational courses. Intelligence tests do not, however, very clearly signify the particular profession for which the brighter children are best adapted.

For the child under four or five an intelligence examination is not very desirable unless he has appeared to be particularly slow. A few parents of very bright children may become better parents by knowing approximately how bright their children are; but in most instances the parents and

children both will be better off without such facts since there is a painful temptation for the parents to boast about the child's brightness in his presence.

Intelligence tests are employed in schools with the purpose of estimating roughly each child's relative learning ability, so as to adapt his lessons and the school program accordingly, but we are still a long, long way from the happy time when no child will be given lessons too hard for him nor too easy, where all children will have relatively equal opportunities at school.

Our Part Is to Stimulate and Direct

THE biggest problem, perhaps, which we parents have, is to stimulate and direct each child to learn as he is able. Now we never learn a child; he does the learning. He learns when he wants to learn and what he wants to learn. Our opportunity is to make him want to learn. The chances are that we parents, independent of our conscious efforts, have more to do in creating such wants and more, therefore, in determining the child's learning success than any other person, even his school teacher.

If in his infancy we succeeded in leading him happily to acquire good health habits and to cooperate with the least possible emotional disturbance, we established in ourselves and in him healthy basal learning attitudes. But as was pointed out in my articles on "Problem Parents" last year, many of our human frailties stand as barriers to the child's best development and growth, emotionally, socially and intellectually.

Over-Supervision

WE have grown so accustomed to protect the infant against dangers, and to keep him from injuring property and annoying others, that we tend to over-supervise him, interfering with his normal activity, making many unnecessary denials and commands. Because of his early helplessness we have learned to minister to his needs, and from habit we keep on doing for him many things long after he is able to do them for himself. We tend to think

of the child of three as if he were only one and of the child ten years old as if he were five; and so we act toward him.

Aware of his own development he wants to learn to do these things alone. But we can do them more quickly than he can and, according to our standards, better. It is, moreover, more convenient for us to do them than to show him how or to give him time to teach himself. Furthermore, it gives us satisfaction to feel ourselves indispensable. All the while we are robbing him of opportunities to learn to do these things and to get pleasure from doing, consequently lessening his wish to learn.

We may not even let the child amuse himself. While he lies cooing in his crib, or sits playing with the kitchen ware, or is building with his blocks, we may go to talk to him, to help him at manipulation or at building. Some parents spend all their time entertaining the toddler. Blessed is the little child whose mother is so busy as to let him play alone.

Many an anxious parent tries to give his child all sorts of information before he enters school, to give him formal lessons, even to teach him to read and do sums. Don't worry about formal teaching exercises; all too soon the child must be weighed down by them. Just remove yourself as a barrier to his natural learning.

Our problem is, perhaps, not so much to lead the little child to want to learn as to let him learn. Until we dull his interests he seems to have no end of curiosity, always investigating, always asking questions. To let him explore and seek information freely often annoys and inconveniences us.

Dulling Curiosity

WHAT fine parents we might be if we would deny the child no reasonable opportunities to enjoy new experiences, and if we would always try to answer all his questions sympathetically! His questions may be too hard for us to answer, or we may be so egotistical as to be amused by them, or we may be too busy with our selfish interests. In any event, we discourage the very attitude in him which we

should do most to cultivate, since curiosity is the basic factor in all learning.

We parents often criticise the school for deadening the child's normal eagerness to learn; but the average child has his curiosity pretty well crushed out before he enters school.

From the time the child merely grunts and gestures questions let us welcome them, going with him to find the answers which we cannot give off-hand. Let us continue in this honest, helpful way as the child grows older so that he will never reach an age when he feels the need to cease asking questions in the presence of his parents.

Discouraging Creativeness

THE child under five is an inventor and creator, if he is allowed to be. But the same human frailties of parents which cause them to dull his curiosity also cause them to discourage his creativeness. We cold, matter-of-fact adults hardly appreciate the freedom of the little child's imagination. His fancy flights in fairyland may be ridiculed as silly or condemned as falsehoods. We forget that when the child plays he nearly always is creating and that his greatest pleasure comes from his awareness that he is causing something. His playthings are valuable and precious to him in proportion to the uses he can put them to and the variety of things he can create with them. We stimulate and keep alive this trait as we fill him full of fairy tales, join with him in his dramas, live with him in his land of make-believe, listen to his yarns of fancy, enjoy the palaces he builds from blocks, the picture which he draws, and the structures which he crudely makes with tools. When he enters school we shall continue reading to him, continue to encourage him to express himself by pencil, paint, scissors, clay, and other tools.

Curbing Expression

WE parents want our children also to learn to express themselves effectively through speech. The home is the ideal place for such learning. No school can quite pro-

duce the normal opportunities for natural conversation which may be afforded at the dinner table or the fireside. But how rarely the home provides an atmosphere for easy self-expression! We thoughtless, selfish adults are inclined to laugh at the child's awkward statements and cause him to keep quiet at times rather than to risk the pain of ridicule. Although we really want him to learn to speak with ease, we are inclined to make speech hard for him. To curb expression, is to curb impression. Cause a child to keep quiet about his observations, interpretations and conclusions and they will grow less interesting to him. We dampen the child's learning ardor as we cramp his freedom of expression, be he two years old or ten.

Anger at Mistakes

WE parents have a curious inclination to grow angry at the child's mistakes in learning, particularly if he repeats an error which we have corrected, or if he does not follow literally the directions which we give. Perhaps our readiness to be so annoyed grows out of our pride and vanity. Anyway, he is just our child! We can keep our caste without being courteous and considerate to him. Think of the thousands of children who have learned to hate spelling, reading or arithmetic because their impatient parents got angry at them. There is no better way to interfere with the child's school progress than to lose one's patience with him while attempting to help him with his homework.

We may also grow angry at a judgment which the child has made. In an emergency he had to arrive at a decision; he did his best. There is no sense in scolding him if his decision is different from the one we would have made. The most destructive thing we parents say to our children and each other is, "You should have known better." By such an attitude we crush out independence and initiative in those in whom we pretend to cultivate these valuable traits.

Value of Making Choices

WE also daily help to deaden valuable traits in the little child and older child by not giving them occasion to make choices and decisions. We tend to do their thinking, and to make their judgments and decisions for them. But in countless instances they can better make their own. The child of three has several garments he could wear. Why should he not choose from among them? The well-treated older child has an allowance providing a few cents for luxuries. A given amount of money may be spent for a dress or suit of clothes. Why should he not have a wide array from which to make his choices? In the specific regular work he does about the home, he need not have detailed supervision. Once he knows what is an acceptable standard of performance, why should he not be allowed to work out the details? There is more than one good way to wring out a dish cloth, tidy a room, or set a table. Indeed, we often can get some valuable suggestions from the child's discoveries in such routine matters. With the older child, budget his time so that he may spend certain definite hours practically as he chooses, with no likelihood of his being interrupted by an errand which has not been announced a long while ahead.

Cultivating Persistence

GOOD learning habits presuppose not only making choices, plans, decisions, but in sticking by them. Very early we can cultivate persistence in the child. When, for instance, we ask the five-year-old if he wishes to go to the market with us and he answers "No," we should take him at his word. When we are ready to go it will be too late for him to change his plans. He made his decision and must stick by it. The nine-year-old gathers up his scissors, paste, and paper boxes to make some toy furniture. We should do our utmost to induce him to finish the job regardless of distractions. If he has a lesson to prepare at home it should be done at the regular hour without danger of being abandoned until finished. The junior high-school girl has an

assignment to be completed by next Friday. Let her learn to begin it on time. Many a college student fails because he has not budgeted his time, has not formed the habit of planning his study regularly and finishing his assignments on time.

We owe it to our children to train them in prompt, regular study habits. For the child with home assignments let there be a definite time and place for study on every evening preceding a school day, uninterrupted by the family or his playmates. Let there be no moving picture shows or parties for him on these evenings. He does not need to be sent to his studies. Let him send himself, the clock being his commander. So also let him learn early to bring himself in from play, and continue to do so through his elementary school days. Let him likewise send himself to bed by the clock, going happily. It can be done. Children hounded to the house, hounded to their lessons, hounded to their beds have poor training in the kind of responsibility which will make them likely to prepare all school assignments properly and promptly.

Starting the Day Right

THE way a child feels toward us and toward the world as he leaves for school in the morning means more to his probable school success than we have ever dreamed. Nagged and helped and hurried from the time he rises till he is pushed out the door, he cannot go to school with a happy, hopeful attitude toward his lessons. Beginning with the baby, let us work out ways of controlling ourselves so as not to be a nuisance, ways of letting the child rely upon himself as much as possible, of letting him learn to eat happily the food set before him, of holding him responsible—when he goes to school—for his own cleanliness, his own books and wraps, and for going off on time. All of us know how difficult are such attainments. Nevertheless, our child's school success demands our smiles and blessings, not our frowns and "cursings." We want him to feel that when he goes off to school his day ahead is just as important for him as our day for us.

We want him while at school to feel the happiness awaiting him at the evening dinner hour when the family will enjoy one another's conversation and companionship. At the dinner table we shall avoid the unpleasant, encouraging the child to recount his day's successes. But we shall not encourage his complaints of the teacher or the school. Though he will not be hushed so long as he speaks courteously, yet we shall avoid siding with him. If we believe there are abuses which can be corrected, we shall, when we are calm and self-controlled, go to see his teacher, to talk over things with quiet reason. Whenever possible we shall employ suggestions which will make our child like his teacher; for in proportion as he esteems her will he learn what she teaches.

It does no good to scold, or shame, or punish a child for his poor school work. A better way is to praise him for his successes, however small, to learn from the teacher and psychologist about his particular learning difficulties and to set out, day by day, to encourage the child and help him to acquire better study habits. An occasional conscientious child has his life made miserable by parents who expect him to earn as good grades as a brighter cousin or playmate. Don't compare children in respect to conduct or school achievement. Some children, too, because of native learning slowness, or because of some earlier handicaps, cannot keep up with their classmates, though like a horse hitched to a load too heavy for him, they are goaded on by their tormenting parents. The average parent assumes that his children must be bright since they are his children, therefore any lag in school progress must be caused by lack of application. How terrible must be the sufferings of the dull child who is falsely accused of laziness. No child can maintain interest and enthusiasm who enjoys no awareness of successes.

Parents and teachers are accustomed to say that children don't learn well because they are not interested. There is more truth and commonsense in saying that they are not interested because they don't learn well.

There is no motive to good learning like the urge that comes from the enjoyment of success.

Steady and Slow

FACTS indicate that any child of average learning ability who does reasonably well in one or several school subjects, can be led to do pretty well in other school subjects, except, of course, where there is some sensory defect. If your child is a poor speller, help him to spell a few easy words that he can learn to spell correctly. If he brings home a long list of words, encourage him to attack only two or three of them, learning them completely, and no more. Better to master a few than to mess over many. Encourage him to look carefully at the word, pronounce it, and spell it slowly as he observes each letter, repeating its pronunciation and spelling several times with his eyes upon the word, not looking away until he is sure he can spell it without error. Most poor spellers don't connect the letter sequence with the name of the word, make errors in naming the letters even while looking at the word, and try to recite its spelling before they have mastered it. As a rule, they are in too great haste. Calmness and carefulness are the first essentials.

As a rule, the child who is poor in arithmetic does not know the simple addition, subtraction, or multiplication facts. He counts and guesses. You can very easily discover what the combinations are which he has not memorized. Let him practice with only a few each evening. The child may tell you that he must answer fast at school. But say to him, "We shall not hurry; we shall work slowly and carefully, never guessing, never counting, never making a mistake. If we don't know the answer we shall go back to find it." Make accuracy the goal, even though little ground is covered.

The poor reader usually has been set a task too difficult for him. When in my clinic I find a poor reader, I try the child on easier material until I find the difficulty level at which he can read with ease. Then

I help his parents to find reading matter of similar difficulty, and encourage him to read aloud to them and to himself for his own enjoyment. The child of the fifth grade may read well only from second grade readers. If so, encourage him to read only that. See that he is not subjected to the ridicule of other children. As he enjoys success he soon can read more difficult materials, and will make rapid strides.

Learning difficulties in history, science, and other school subjects are usually difficulties in reading.

These and similar learning problems I have discussed somewhat at length in my eleven letters to parents, under the general title, "Helping Our Children Succeed in School," published by the U. S. Bureau of Education, Washington, D. C. These letters are free.

Suggested Readings

- Blanton and Blanton, "Child Guidance," Chapter XV.
Cleveland, Elizabeth, "If Parents Only Knew."
Faegre and Anderson, "Child Care and Training," Chapter VI.
Myers, Garry C., "The Learner and His Attitude," Chapters I, II, IV, VI.

Questions for Discussion

- Of what value is an intelligence test?
Why is it that we parents do so many things for the child that he can do alone?
Has the little child of the busy mother any educational advantages over the mother with much time to spend with him?
In what ways do we parents tend to deaden the curiosity of the child?
What are some qualities of a good toy?
How may we explain our tendency to grow angry with the child when he makes mistakes in learning?
How may we train the child to plan and to stick by his plans?

* * *

Dr. Myers will answer questions addressed to him in care of CHILD WELFARE.

This is the fourth in a series of six articles by Dr. Garry C. Myers on *Our Children and Their Parents*, which appear monthly for study groups as well as for individual readers. They consider the pre-school child and the child of elementary school age, and their relationships within the family group and outside the family. This series will be followed by another series on the adolescent. The January article, the fifth in the series, will be entitled, *Emotional Problems With Our Children*.

BULLETIN BOARD

Since its foundation in 1897 the National Congress of Parents and Teachers has had five presidents:

Mrs. Theodore W. Birney.....	1897-1902
Mrs. Frederic Schoff	1902-1920
Mrs. Milton P. Higgins	1920-1923
Mrs. A. H. Reeve	1923-1928
Mrs. S. M. N. Marrs.....	1928-

It is the duty of the president to preside at all meetings of the Congress, the Board of Managers, and the Executive Committee, and to appoint all special committees.

By vote of the Board of Managers and the Executive Committee the president may perform many duties besides those which usually pertain to the office, such as taking charge of the National Office, directing the work in the field, and representing the Congress at meetings of national and international organizations.

A Parent-Education Course

PREPARED BY GRACE E. CRUM
Associate Manager, Bureau of Parent Education

BASED UPON

THE DRIFTING HOME

By Ernest R. Groves

For Pre-School, Grade, and High-School Study Groups

Lesson IV

The Home: A Human Need

"The home provides the best opportunity for the love and fellowship that human nature craves."

"The future of the family is as secure as human nature itself."—E. R. GROVES.

Questions

1. "The home is an institution which has issued from the experiences of mankind as a means of satisfying some of the profoundest cravings of our nature." Explain and discuss. Page 79.

2. The author enumerates many influences which cause widespread distrust of the home. Name some of these. Pages 79-80.

3. Why do some families fail to build up a satisfying home life? Page 80.

4. "The family is still a biological necessity." Explain and discuss. Discuss the social function of the family. Page 80-82.

5. "Parents need the child as much as the child needs the parents." From your own experience relate how the social experience of parenthood has tended toward your development. Page 82.

6. Give illustrations of how a parent may be unwisely affectionate. What are the ill effects upon the child when the parent fails to give him affection? Page 82. Individuals who hunger for parenthood fill their lives with what sort of substitutes? Page 83.

7. What are some of the motives which impel people to begin family life? Page 84.

8. Many consider that the primary function of the home is to furnish material pleasures and satisfactions. While these

have their place, the primary function of the home is to satisfy profound human cravings for affection, understanding, sympathy and comradeship. Since reading this chapter, have you had to alter your ideas as to the primary function of the home? Discuss fully. Pages 84-85.

9. "The security of the home, therefore, is in human desire." Enlarge upon this thought.

10. "The home is not a check but a fulfillment of human impulses." Why then do some mothers feel that home life cramps them and hinders their progress? Page 86.

11. "To satisfy human needs, the home must change as the life of the people changes." Within your recollection, tell how the home has changed. What other changes do you foresee in the home?

12. Why is it not good for the growing child to be under the dominance of the personalities of his parents? Pages 89-91.

13. How shall we keep a satisfactory balance between guiding the child and excessively moulding him? Pages 91-93.

TEXT—*The Drifting Home*, by E. R. Groves. Published by Houghton Mifflin Co., Boston and New York, Price \$2.00.

READ ALSO—*The Social Problems of the Family*, by E. R. Groves, Chapter I, Social Significance of the Family; Chapter III, Human Need of the Family.

Review Lesson VI from *The Home Background*, a leaflet issued by the Pennsylvania Congress of Parents and Teachers. Price 10 cents, post paid. Address the Chairman of Literature, Mrs. H. C. Dern, 917 Howard Ave., Altoona, Pa.

GROWING PLAYGROUNDS

Every playground should be a growing playground. Like the community it serves, the playground should be each year a little bigger and a little better.

For the new playground, and the old playground permanency is the first consideration. Playground equipment must stand up under weather, hard usage, even abuse.

The playground that would keep growing must look well to the selection of its equipment. It must select equipment that will serve for many years; so that the funds of each year can be used for additional equipment and not for mere replacement.

Medart playground equipment is built with fifty-six years of experience; built with an extra margin of durability; built with an extra margin of safety.

Now is the time to plan for the new playground or for the betterment of the old playground. To help you in planning, send for the Medart catalog of Playground Equipment.

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CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,382,000 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL

The Miracle of Christmas

FOR many, many years the minds of men and women have been turning out Christmas thoughts and Christmas messages, and still, miraculously, we cry "Merry Christmas!" each year as if it were something brand new, right out of the hopper.

One writer has pointed out that the real miracle of Christmas is that the essential spirit of the day, so mystical and so alien to the times in which we live, has been able to survive the strain put upon it by the frantic period that precedes it. The clamor of Christmas advertising, the hurry and vexation, the planning of ways and means—these things have little connection with what we know as the Christmas spirit. In spite of them the spirit continues to exist. Why? Because it is "a universal thing of childhood and helplessness and wonder, of pity, and of love. The indestructible candle of that spirit of childhood which has lighted the first years of every man and woman on earth, and has flamed up at least once in every passing year, glows again to remind them that in the

child and its mother the whole family of mankind has its common meeting-place and common starting-place."

That the spirit of Christmas may be preserved in every child as he grows to maturity, it is important to insist upon the careful and regular observance of all the small ceremonials connected with the season. Some of the details of the Christmas ritual may at times seem irksome and monotonous to the mother who prepares for them year after year. She has to remember that there shall be Christmas decorations, a ribboned wreath on the door typifying hospitality, bright candles on the mantel, and garlands of green. She has to maintain the pleasant fiction of secrecy, she has to see that the stockings are hung for old and young, that the tree is trimmed with the carefully treasured baubles, that packages are daintily tied, that the family assembles *together* to open their gifts, that greetings are never omitted, that there is a Christmas carol after breakfast, that certain delicacies appear on the table that day, and that day only; that the family participates together in some Christmas charity; and that all these things are done with pomp and circumstance, as if they were worth doing. All this necessitates exertion, but exertion that will be repaid by the ideal of Christmas that will remain with the children as long as they live.

Sometimes we feel that our children have outgrown certain childhood observances, but in most cases we shall find that they are disappointed if one jot or tittle of the accustomed formalities is omitted, even to the red ribbon on the family cat.

Have we ever thought that lack of reverence shown by our children for family celebrations might be due to our own overemphasis upon the gift-receiving part of Christmas, to our anxiety about the presents that they are going to receive from us, and to our tacit acceptance of Christmas as a commercial transaction?

A necessary part of a merry Christmas is safety. A safe Christmas means some "Don'ts."

Don't include in your Christmas ceremonial

Lighted candles on the tree,

Trimnings of cotton or clipped paper,

Lighted candles in curtained windows,

Long cotton whiskers on Santa,

Toys operated by alcohol, gasoline or kerosene,

Electrical toys with faulty wiring or connections,

Christmas greens retained until wholly dried out.



The calendar does not determine the limits of the Christmas spirit. Peace and goodwill are year-round virtues.

And so, "God bless us, everyone!"

Ring out Tuberculosis Ring in health



BUY CHRISTMAS SEALS

The National, State, and Local Tuberculosis Associations of the United States

A CONFERENCE

*Teachers College, Columbia University and National Congress of Parents and Teachers,
December 5 and 6, 1929*

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK CITY

THURSDAY, DECEMBER 5

Morning Session, 9 o'clock. Lincoln School Auditorium.

The parent-teacher subject will be introduced by officers and members of the National Congress of Parents and Teachers. Dr. George D. Strayer will speak on "The Educational Significance of the Parent-Teacher Movement."

Afternoon Session, 2.20 o'clock. Lincoln Auditorium.

The parent-teacher association in its relationships to home making, social hygiene, and vocational guidance will be discussed by Prof. Anna M. Cooley, Dr. M. A. Bigelow, and Dr. Frederick G. Bonser, respectively.

Evening Session, 8 o'clock. Horace Mann Auditorium.

Dr. Harold F. Clark will speak on "The Social and Economic Significance of the Movement," and Dr. E. K. Fretwell, on "The Parent-Teacher Association and Secondary Education."

FRIDAY, DECEMBER 6

Morning Session, 9 o'clock. Lincoln School Auditorium.

The parent-teacher association in its relationships to elementary education, vocational effectiveness, physical education, recreation, citizenship, and character education will be discussed by Dr. Rollo G. Reynolds, Dr. David Snedden, Dr. Jesse F. Williams, Dr. Rogers (Director of Physical Education, State of New York), Dr. Albert Shiels, and Dr. Goodwin B. Watson, respectively.

Afternoon Session, 2 o'clock. Lincoln School Auditorium.

The value of the parent-teacher association as a channel for:

1. Furthering Child Study. The Child Study Association of America.
2. Promoting Parent-Education. Dr. Helen T. Wooley.
3. Giving to Parents the Findings of Other Child Welfare Groups.

Members of the National Congress of Parents and Teachers will preside at the meetings, lead many of the discussions which will follow addresses, and give summaries. Nearly all of the speakers are members of the faculty of Teachers College, Columbia University, or officers and members of the Congress. (See also notice of conference on page 219.)

December, 1929

Ask Mrs. Cope

*Readers are invited to send questions to Evelyn D. Cope,
care of Child Welfare*

Question—*I don't know how to conquer my child. He has such a strong will.*

Be thankful that your child has a strong will. He has a priceless endowment with which to meet the temptations of the world. Be grateful that he is so well fortified. You do not want to conquer him. You want to *lead* him. When he is grown you do not want him to be conquered by the unworthy. Then do not try to conquer him now. Teach him to control his will and see that he gets satisfaction from doing so. Then he will "will" to do right, be honest, true and upright. Direct his will to good purposes. Do not consider it an obstacle but a help in building character. Say sometimes to yourself in a reverent spirit: "I am . . . only a fellow traveler of whom you asked the way. I pointed ahead."

Question—*My daughter says I am "mean to her" when she cannot have everything she wants. This hurts me very much. How can I stop it?*

Do not let this remark hurt you and do not take it too seriously. Down in her heart your daughter loves you. Give her every opportunity to show this love. Take the time also to express your love to her. Then she will learn that you are not "mean" just because you differ from her. Have some cozy confidential chats with her. Too many parents are so busy with business and housework that they forget to show real affection. Love will perform miracles in the home if we could but remember to express it. "The perfume of life comes from the flowers of affection." Commend her good traits. Do not remind her of her faults. Too many children receive attention only when they do something wrong and nothing is said about the many good things they do. Win her and show her the way through love and kindness. At the same time be firm in holding up the principles of fine living.

Question—*My son is in the first grade and has such a difficult time learning to read. How can I help him?*

Sometimes the reading in the first grade becomes too mechanical and is just a matter of saying words which are without meaning to the child. Visit the schoolroom in a friendly spirit and observe his reaction. You can enrich his reading matter with pictures cut from magazines.



Let the child cut some of the pictures. Talk over his reading lesson with him. Let him draw pictures of the subject of his reading lesson. You can cut out cards and write the words on them and play a game. A blackboard in the home is a great help to the child in reading and writing. Be very careful not to make him conscious of his difficulty. Have a talk with the teacher. Perhaps he is too young to take up reading. Modern educators do not advocate reading as early as has been the custom in the past.

Question—*My child whines and cries when he can't have his own way. This is his first year in school and I am afraid he will have trouble.*

Perhaps he has had his own way too much. Children sometime whine and cry to get what they want. If the experiment works they keep on doing the thing that brings results. They find sometimes that parents change their minds when they whine. Be sure that you are right. Then do not pay any attention to the whining. Be careful about too many "don'ts" and too much "no." Require obedience in the things that are necessary and overlook the unimportant. Children outgrow many little things that annoy adults but are not bad in themselves. The school will help him. Do not worry about his having trouble. He will soon get the school spirit and learn that he cannot have his own way all the time, and that there are others to be considered. Give him opportunity to play with other children.

Question—*We have no kindergartens. Some of our parents send their children to the first grade at the age of five. They are in school three hours in the morning and two in the afternoon. Is not this too much for five-year-old children?*

I would not send a child of five to the first grade unless I had been assured that he had reached a mental age of six. This could be determined by a trained examiner. Perhaps I would not send him even then. There are many things to be learned at that age which are quite as important as those taught in school. Your parent-teacher association might take up a study of kindergartens and methods of obtaining them. Write to your State Chairman of Kindergarten Extension for information and literature. The name and address will be given you at the state office.

WILL YOU HELP YOUR CHILDREN AND YOURSELF TO NATURE'S GREATEST GIFT—**Sunshine?**



The NEW Table Model supplies ALL the important rays just as the famous Floor Model Eveready Sunshine Lamp does

WILL YOU and your children be happy, laughing, full of joy—full of the high happiness that only good health can give them, this Christmas? Will they have all the sunshine they need in the drear cold days of winter? Even on the brightest days the sun shines so far to the south that few of the important rays reach their bodies. Children need sunshine even more than adults.

National Carbon Company—famous for 53 years for its carbon and electrical products—now offers you carbon-arc lamps designed especially for the home!

Eveready Sunshine Lamps will fill your body and your children's bodies with sun-heightened health regardless of weather conditions. Every Sunshine Lamp gives all the health rays of sunshine—the important luminous, stimulating ultra-violet and penetrating infrared rays. Tans them as brown as a vacation at the beach. A special glass filter screens out all rays not present in natural summer sunshine—prevents harsh burning, a time-device prevents overexposure.

ONLY \$10 DOWN

There is an Eveready Sunshine dealer near you. Let him show you how exhilarating—how good Eveready Carbon-arc Sunshine is for your children—and for you! It will help you give them nature's greatest gift—sunshine—a real Christmas present! Sunshine is a health-builder—but in case of illness it should be used only when prescribed by your physician. Prices—\$59.50 to \$137.50. Table model, \$10 down and \$6.50 a month. Larger model proportionally low!

December, 1929



A new film showing the benefits of sunshine, free from all advertising matter, called "Sunshine," can be obtained from National Carbon Company for any meeting of Parent-Teacher Association on short notice.

NATIONAL CARBON CO., Inc.

Carbon Sales Division
Cleveland, Ohio

Unit of **UCC** and Carbon
Union Carbide Corporation

EVEREADY
Sunshine Lamp



OUT AMONG THE BRANCHES



EDITED BY BLANCHE ARTER BUHLIG
6400 Normal Boulevard, Chicago, Illinois

WANTED: Contributions for this department, telling of the accomplishments and methods used in furthering the aims and purposes of the parent-teacher movement. Address the Department Editor.

Boil It Down

If you've got a thought that's happy,
Boil it down;
Make it short and crisp and snappy,
Boil it down;
When your brain its coin has minted
Down the page your pen has sprinted—
If you want your product printed
BOIL IT DOWN.—Joe Lincoln.

Safety Award of Merit to Erie, Pennsylvania

At the meeting of the Board of Managers of the National Congress of Parents and Teachers, held in Chicago in September, an award of merit was given Erie, Pennsylvania, for distinctive work by its Safety Committee.

Last winter far reaching interest was aroused by a course of lessons in Home Safety given in cooperation with the Erie Safety Council. Six lessons were presented at all local parent-teacher association meetings. They were prepared by the National Safety Council, and deal with almost every kind of home accident. They warn parents and children how to avoid them, and tell what to do in case an accident has happened.

The lessons were given to many other groups, social, business, professional, religious, patriotic, and political. Speakers were requested to appear before men's social and service clubs and to address men in the shops. *Home accidents in Erie dropped in number and the city department of health gives the credit to this campaign of education.* Surveys of home and school were made and reported to the National Congress chairman.

The January, 1929, CHILD WELFARE magazine contains an article by Bertha Winter Mahoney which describes fully the method of procedure.

Failure-Elimination Committee of the Washington Congress

A Failure-Elimination Committee is included among the standing committees of the Washington Congress of Parents and Teachers. As indicated by its name, this committee strives to render a service which will be reflected in improved scholarship in the schools.

"All children can be improved in some particular," states the chairman, Mrs. G. E. McKercher. "Parents of the more successful children as well as parents of children who do not make their adjustments easily are interested in this work. All modern, alert parents are anxious that the child shall receive the very best possible training."

Because right habits are essential to success in school and in life this committee distributes to the parent-teacher associations of the State of Washington material which will aid the association members in their child study classes. This material includes a well organized, usable list of habits that should be acquired in pre-school or at least early school days, a chart which admits of skillful evaluation of the different degrees of effort, citizenship, and scholarship that a pupil may possess, with a carefully defined and exemplified list of qualities which should be developed by pupils in the grades from four to eight. For high-school associations, material is supplied suggesting procedure and plans with a bibliography pertaining to the subject.

These sheets and charts can be used in association meetings and in study circles. Topics can be assigned to individuals for further study and discussion. For further information write to Mrs. G. E. McKercher, 8803 15th St., N. E., Seattle, Washington. See also CHILD WELFARE, March, 1929, page 379.

Fathers' Council Program, Denver, Colorado

Fathers of the boys and girls of the Junior High School of Denver, Colorado, meet and discuss problems pertinent to the daily life and training of their children. Mimeographed announcements tell the fathers what topics are to be discussed, the time and place of the meeting, and provide for a return report to be made, signed by the father, stating whether the father will be present or not. The topics for one evening's discussion last year were:

1. Is there a problem of keeping the boy at home nights, and if so how can it be solved?
2. Do boys have more outside interests than girls? If so, how does this affect their school work?
3. What is the value of outside organizations, such as Boy Scout or Highlander, in character building or moral education?

4. What are the pernicious influences in this community working against the boys' welfare? How can we do away with these?

5. What are the distinctly uplifting influences in the community?

6. Are there any pernicious influences within the school which tend to tear down the morale of the students?

7. What are the distinctly uplifting influences in the school in character building?

8. Should there be some one in the school capable of giving sex information and advice to the boys? Should such information be given in the 7th, 8th, or 9th grade?

Activity in Small Associations in Oregon—1928-1929

Medical Springs Parent-Teacher Association at Pondosa, Ore., reports that it has been responsible for water being piped to the schoolhouse, a medicine chest with supplies and a traveling library. It paid the expenses of a delegate to the Pendleton convention in November and has paid for the services of a music teacher who comes once a week from Baker to give the children music in the school.

Little "Fruitdale," just outside of La Grande, can put a lot of us to shame. Only five attend regularly, though there are 13 on the roll call now. Behold what they have done this year: Put a picture on the wall and table and chairs in each of the two rooms; gave a well-supplied medicine chest; gave a Christmas celebration for the children; and plan to have an electric plate ready for hot lunches next year. Modest Fruitdale would like to know what a small association can do!

North Powder feels most of its labors can be summed up in one word: Cooperation. It is responsible for putting a well qualified physical instructor in the schools. It bought and paid for a player piano. It also framed a picture and gave it to the school. It has made the school a real center of community interest.

Island City cooperated with the school board for the cleaning of the schoolhouse last fall; it has a first-aid cabinet and bought a picture for the school which it is using during the year to encourage attendance of its members.

Willow Dale also cleaned house at the school last fall when it oiled floors, cleaned and painted walls and blackboards. Then in September it had a reception for the teacher. It has hot lunches, traveling library, emergency kit, a new picture, and has put a committee to work on the erection of swings for the kiddies.

Riveria Association lists some of its activities as follows:

Book exchange each term. No profit made on books. Sold as service to child and parent.

Bought a \$12 picture for attendance contest at meetings.

Paid the expenses of a parent delegate to the Pendleton convention.

Bought 100 more song sheets and used them. Summer Round-Up.

Have a mothers' study club that meets weekly. Bought athletic equipment in fall.

All evening meetings with educational programs, and refreshments following a social hour. Completed and sent in publicity scrapbook.

Liberty Association was organized late last fall. There are eleven pupils in the school and about 20 members. The whole community really belongs. They all helped clean out the road for the children to get to school and managed several other improvements. They have evening meetings with eats and the whole family attends. All the talent of the community is used in the programs. They've framed their charter and are making plans for next year.

—From Oregon Parent-Teacher.

High School Plans in Iowa

The arrangement of meetings of the Charles City High School Parent-Teacher Association provides for a meeting every six weeks instead of monthly. Programs were planned for the present school year long in advance of the opening of school. The first meeting was a "Get-Acquainted" meeting; the second discussed the length of the school day; the third, extra curricula activities; the fourth, the junior college; the fifth, future building demands; and the sixth will be a discussion of health instruction and physical examination of all children in high school.

Columbus Unit, Oklahoma City, Oklahoma

Purchase of dental chair and equipment made it possible to take care of every child needing dental work. Dentists gave their time.

Bed placed in nurse's room.

Sent delegate to state convention with expenses paid.

An "Art Exhibit" made possible the purchase of pictures to decorate our school walls.

Candy was taken out of the cafeteria and not allowed on the school grounds except on Friday.

Fifty undernourished children were given milk and lunches.

Thirty-seven children had their tonsils and adenoids removed through the cooperation of P. T. A. and Kiwanis Club.

A class of fifteen, all committee chairmen and officers, have enrolled in a course on Parent-Teacher Extension known as "Correspondence School for Parents" under the State Extension Department.

A Request from Your Postmaster and from Ours:

Please Shop Now, Wrap Securely, Address Plainly, Mail Early

And remember your January number will not arrive quite as early as usual, as Christmas mail takes precedence over all else.

About Publications

Favorite Poems for Parent-Teacher Associations

BY FRANCES S. HAYS

Extension Secretary

HAVE you ever listened to an address in which a bit of poetry, a verse of song, or an apt quotation struck a responsive chord in your heart, and you felt that you must have a copy of it at once for your personal collection? From time to time, the CHILD WELFARE magazine, state bulletins, and educational journals have published choice poems or quotations because they have been an inspiration and help to parents or teachers. By request, a few of these favorites have been selected for publication this Christmas month. They are about home and children, because thoughts turn with special love and tenderness to home and dear ones at this time of year. These selections may be useful in some talk you are giving on a parent-teacher program. Others will be collected and published during the coming year. Please send your favorites to this department.

What Makes a Home?

'Tis the gentle pitter patter
Of wee feet upon the stair,
The sound of children's laughter
Gaily ringing through the air,
The shining eyes that smile at us,
Wee lips that hold a kiss
Far sweeter than the nectar
That the bee from flower sips;

'Tis the fire's soft warm welcome
And the daylight's mellow glow,
Friendly books and easy chairs,
And the folks we like to know;
The love and light and laughter
That go singing through the gloam
And telling us of peace within
That makes a Home a Home.

—ELIZABETH MACMASTER BROCKWAY.

A Prayer

Lord, give to the mothers of the world
More love to do their part,
That love which reaches not alone
The children made by birth their own,
But every childish heart.
Wake in their souls true motherhood,
Which aims at universal good.

Lord, give the teachers of the world
More love, and let them see
How baser metals in their store
May be transformed to precious ore
By love, a strange alchemy,
And let them daily seek to find
The childish heart beneath the mind.

—Selected.

The Little House

Ah, it's home, dearie, home that my heart turns to forever—
A little house, a bit of green upon a quiet street;
White curtains at the windows, and a red bloom peering outward;
And a clicking o' the kitchen tiles to my own happy feet.

Ah, it's home, dearie, home, and a singing o' the kettle,
And a table spread at evening time a-waiting there for you—
The early lamp all lighted, and the fire a-burning cheery—
And a soft wind blowing inward from the sweet world wet o' dew.

And listen, dearie, close beside, a baby in a cradle,
A-swinging low—a-swinging low—(I'm singing for him, dear).
Just a little song o' loving, like south wind in the roses—
"It's evening time, and home, and he will soon be here."

—GRACE NOLL CROWELL, in "White Fire."

Mother

Mother is a little girl who trod my path before me;
Just a bigger, wiser little girl who ran ahead—
Bigger, wiser, stronger girl who always watches o'er me,
One who knows the pitfalls in the rugged road I tread.

Mother is a playmate who will always treat me kindly—
Playmate who will yield me what true happiness demands.
She will never let my feet stray into brambles blindly—
Mother's just a bigger little girl who understands.

Mother is an older little playmate who'll befriend me—
Yesteryear she traveled in the path that's mine today!
Never need I fear a foe from which she might defend me—
Faithful little pal who ran ahead and learned the way!

—STRICKLAND GILLILAN.

Fundamentals

What makes a home?
I asked my little boy,
And this is what he said:
"You, mother, and when father comes,
Our table set all shiny,
And my bed;
And, mother,
I think it's home
Because we love each other."

You who are old and wise,
What would you say
If you were asked the question?
Tell me, pray.
And simply
As a little child, the old
Wise ones can answer nothing more:
A man, a woman, and a child;
Their love
Warm as the gold hearthfire
Along the floor;
A table, and a lamp for light
And smooth white beds at night:
Only the old, sweet fundamental things.

And long ago I learned:
Home may be near, home may be far,
But it is anywhere that love
And a few plain household treasures are.
—GRACE NOLL CROWELL.

Morning at School

A moment more and they will gather—some
With faces shy, and some with eager smiles;
With welcoming eyes, and all the little wiles
That speak of love and trust though lips are
dumb.
Soon this hushed room will quicken with the hum
Of many voices and these narrow aisles
Will feel the tread of softly-walking files—
Only a moment more and they will come.

O, I am glad today that I may stand
Again within the walls of this glad place;
Dwelling once more in Life's bright borderland,
A tenant in Youth's country for a space;
Holding awhile sweet Childhood by the hand—
Teacher of little children, by God's grace!
—MARION B. CRAIG.

Light

The day was done. I sat beside the light
And mended little garments torn in play.
My thoughts were of the wearer, tucked away
All warm and cozy for the long, dark night,
When suddenly I heard a cry of fright.
I sped upstairs to where my darling lay,
And heard her sobbing plea, "Please bring the
day;
I hate the dark, I want it to be bright."
I said, "Dear, sleep, and soon the sun will shine;
Don't cry, my sweet, you know that mother's here,
And God, who cares for us with love divine,
Is always with us; can't you feel Him near?"
But not until I clasped her hands in mine
Did comfort come. "It's light now, mother, dear."

To John—My Son

Oh, Sonny Dear, when you grow up
And are so large and strong
Your Mother's ARMS can't snuggle you,
To soothe away alarms,
Remember that her faith in you,
Her wondrous Mother love,
Is ever with you, holding close
Her Boy! And from Above
Will come the strength, and if need be
The courage. On you go
Along the path that Duty points,
My Son! If it seems slow,
The journey to your goal, you'll win!
Keep patient, fair and true.
Keep faith with God and Man.
Your Mother's LOVE is holding you!
—RUTH HILLS BACON.

Mother Singers

When Mother sings
At eventide,
Beneath a lamp's soft gleams—
Her lullaby is baby's boat
Into the land of dreams.

When Mother sings,
A childhood task
Is made to seem like play—
And childish quarrels, hurts and woes
Depart in magic way.

CHILD WELFARE

When Mother sings,
The doubts and fears
That Life oft-times imparts
Are banished, for her cheerfulness
Puts songs into our hearts.

Show me a home of happiness,
With strife and discord rare,
And I will wager half my life
There's a singing mother there.

—VERA KING CLARK.

To a Mother

I thank you for lending me your little child today. All the years of love and care and training which you have given him have stood him in good stead in his work and in his play. I send him home to you tonight, I hope a little stronger, a little taller, a little freer, a little nearer his goal. Lend him to me again tomorrow, I pray you. In my care of him, I shall show my gratitude.

—ETHEL E. HOLMES.



At Close of Day

A bit of work and a bit of play,
And the family together at the close of day.
A mother who loves and a father who cares,
And a family united in evening prayers:
That each of those in the circle blest
Shall bring to life his very best,
That each must give if each would take—
That none may the joy of the circle break.

When children out from this home must go
They'll never stray far from its love I know.
They'll never stray far from the Father's hand
For right and wrong they will understand.
A bit of work and a bit of play
And a family together at close of day.

—Texas Parent-Teacher.

December, 1929

Susie Is Six

(Continued from page 193)

plates on the table. How many buttons on your coat? Why can pussy walk so softly? Oh, there is no end to background. Does it pay? The child who can see the likeness between two pictures can match two words. He who knows the color red will love to use it. And who is so proud as the only child in the class who knows that Billy's sweater once grew on the back of a woolly sheep?

Do not be concerned with the relatively unimportant things, such as, "Shall I have Donnie learn the alphabet?" or, "Margie knows a lot of words, but shall I teach her to read?" The school will take care of those things in its own way and in good time; it is background and good habits that "six-years" needs most. With them we are building the foundation for all the years to follow.



SAVE THEM from RICKETS

From earliest infancy children should have cod-liver oil regularly. Prevents rickets and bad teeth. Helps growth of sturdy limbs. Children like it and digest it readily when **emulsified** as in Scott's Emulsion.

Pleasantly flavored, easy to give—easy to take. A wonderful food- tonic even when limbs are strong and teeth sound.



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for child-education in

CHARACTER TRAINING

BY

C. E. and E. G. GERMANE

This book presents a theory and tested practice of character building and character enrichment valuable for parents, study groups, and parent-teacher organizations.

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BY WINNIFRED KING RUGG

"Who hath a book
Has but to read
And he may be
A king, indeed.

His kingdom is
His inglenook.
All this is his
Who hath a book."

From "Who Hath a Book," BY WILBUR D. NESBIT

A BOOK for Christmas; what can be better? The child who has no enticing new books among his Christmas gifts is missing something of his full kingdom of joy.

Can you imagine anything more practical and at the same time more likely to open up wide realms for the spirit than *The Boys' Book of Astronomy*, by Godwin Deloss Swezey and J. Harris Gable? (New York: E. P. Dutton & Co. \$2.50). It will satisfy the curiosity of many young star-gazers who look at the heavens and ask questions about them which the elders in the family cannot answer. Prof. Gable is in the habit of giving informal talks to youths on many subjects, and Prof. Swezey teaches astronomy. They have made their book clear by means of simple diction and by frequent headings and outlines, and have included many illustrations and a special chapter for Boy Scouts.

Another book of a similar nature is *The Beginnings of Chemistry*, by Harriet Blaine Beale (New York: Coward-McCann. \$2.50). The author's purpose has been to write a book that will prepare boys and girls in the early teens for the text-books in chemistry that they will study later on. She has presented the fundamentals of the science and used the terminology that they will encounter in school, at the same time maintaining a pleasant air of telling an exciting story. It is a handy book for anyone to have about the house. The author, by the way, is the daughter of James G. Blaine.

For children from ten to twelve there is *Blue Pigeons*, by Emma Gelders Sterne (New York: Duffield & Co. \$2). It is a charmingly written story of Greece at the beginning of the fourth century B.C. Mrs. Sterne says it is "not a true

story, but a story set in a frame of truth."

"Around the experiences of two Athenian children and a slave boy who was brought to their home she has woven an account of Greek life, with something of history, literature and mythology. Her love for the Greek spirit and writings is communicated through the ease and clarity of her style and the grace of her characters.

One of the especially fine, substantial, and enduring books for boys—and for many girls—is Charles J. Finger's *Courageous Companions* (New York: Longmans, Green & Co. \$3). It is a romance based on the historical records of the cruise of Magellan, and built around the theme that courageous companionship means being loyal, friendly, good humored, full of pity, and resourceful. Mr. Finger does not hide his moral but he never moralizes, because his teaching is inherent in his story. The period, the setting, the many adventures on land and sea, the vigorous illustrations by James Daugherty, and the beautiful prose style of the author give this book special claim to notice.

The right book is just as good a gift for an adult as for a child. It may be of help if some of the standard books on child-training are mentioned again. For P. T. A. workers Martha Sprague Mason's *Parents and Teachers* (Boston: Ginn & Co. \$2) is appropriate. For fathers of sons there is Samuel S. Drury's *Fathers and Sons* (Garden City, N. Y.: Doubleday, Doran Co. \$1.50). For mothers of daughters, and for some daughters too, there is Jessie Gibson's *On Being a Girl* (New York: Macmillan Co. \$2). For all parents there are the valuable *Wholesome Childhood* and *Wholesome Parenthood*, by E. R. and G. H. Groves (Boston: Houghton Mifflin Co. \$2 each). For mothers of the very small child there is *Training the Toddler*, by Elizabeth Cleveland (Philadelphia: J. B. Lippincott, \$2). For the library of any distracted mother three welcome additions are: *Suppose We Play* and *Suppose We Do Something Else*, by Elsie Imogen Clark (New York: T. Y. Crowell Co. \$2 each), and *Pastimes for Sick Children and Rainy Day Occupations for Those Who are Well* (Let me catch my breath!), by Mary S. Whitten and Hope Whitten (New York: D. Appleton Co. \$1.25).

Teachers, mothers, Sunday School workers, playground supervisors and others upon whom may devolve the responsibility for getting up a children's entertainment will appreciate a book like *Little Plays for Little People*, by A. P. Sanford and R. H. Schaufler (New York: Dodd, Mead & Co. \$2.50). It is a new compilation offered as a junior supplement to the four-volume set called *Plays for Our American Holidays*. Small children can perform the parts in the new collection, and nearly two-thirds of the plays can be given without paying a royalty.

* * *

Through an error the title of Mae Norton Morris's excellent book about New England birds was incorrectly given in the November Book Shelf. It should be "Stay-at-Home Birds."

"Books are the everlasting friends."

* * *

"More and more people are saying it with more and more books."

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CHILD GUIDANCE

By Smiley Blanton, M.D., Professor of Child Study, Vassar College; and Margaret Gray Blanton, co-author "Speech Training for Children," etc.

Discusses in a simple, frank, and practical manner every important phase of child training. Gives detailed instructions for the proper care of children from birth to adolescence; and explains in readily understandable language the more important results of recent studies in child psychology. This is a manual of proved methods.

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"Who Says So?"

Health information is broadcast as freely as advertising. From the printed page, at the theater, on the street car, admonitions are flaunted at you: "Don't Do That!" "Eat This for Perfect Health," "Take This for Colds," "End All Stomach Troubles," until you are swimming in a sea of perplexity and doubt. The natural cry goes up, "Whom are we to believe?" In "Who Says So?" appearing in the December HYGEIA, W. W. Bauer, M.D., scrutinizes health facts and gives dependable advice on whom and what to believe.

DECEMBER HYGEIA BRINGS A FLOOD OF LIVE INTERESTING HEALTH MATERIAL!

"Mummy 30041," in which the X-ray reveals interesting information; "Our Food and Our Teeth," shows how diet affects teeth; "Superstitions," explains origin of many strange beliefs; "Why Stutter," gives helpful ways to correct stuttering; "Paralysis," discusses various kinds and causes; "Health Exams at College," makes a survey of their scope and value; "A Confederate Christmas," is a charming health story for children—all these and many other features by outstanding authorities in the health field are brought to you in the December HYGEIA. Parents and teachers find HYGEIA an invaluable aid in health teaching. If you are not a subscriber take advantage of this special introductory offer:

6 Months for \$1.00!

To new subscribers, HYGEIA is offered at a special price, 6 Months for \$1.00! The regular price is \$3.00 a year. Use the coupon for ordering.

December, 1929

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Today, for the first time, you can capitalize on your work in music appreciation with assurance of practical results—through the crowning miracle of science—"music over the air!" Radio concerts, ephemeral, fleeting, can now be made a permanent part of cultural background—can even be made the flower of all your effort.

The new Victor-Radio with Electrola marks the climax of Victor's 19 years leadership in the pedagogical field. It brings to the school all-electric radio and record reproduction of a brilliance never before approached. With the great educational list of Victor Records, it enables you to prepare for every program in advance—to hear the radio concert with absolute realism—and, again with the records, to make each selection a part of the pupil's consciousness, building firmly on the foundation you have already erected.

This method is the only effective psychological process. Only Victor has the educational experience that could make it significant and workable.

Cultivate this field NOW. There is already much worthwhile on the air, and new educational programs are being planned. Victor Records covering the entire range of music, properly presented, are at your command. Prepare, participate and make permanent!

Don't delay! Put a Victor Radio-Electrola in your classroom now!



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VICTOR TALKING MACHINE DIVISION
RADIO-VICTOR CORPORATION OF AMERICA
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Notes on the September Board Meeting

The Edgewater Beach Hotel, Chicago, proved an ideal place for the September meeting of the National Board of Managers, and the officers of the Illinois Congress were ideal hostesses. Everything possible was done for the comfort and pleasure of the members attending. There was a constant succession of meetings—Board, Execu-



Edgewater Beach Hotel, Chicago

tive Committee, state presidents, and special committees. For respite there was one delightful afternoon drive, followed by tea at the Chicago Woman's Club.

The Board approved a plan presented by Miss Mary E. Murphy, Chairman of the Committee on Child Hygiene, for beginning a health project for boys and girls of high-school age. A special committee will work with the Department of Health of the Congress and with the American Medical Association.

The Elizabeth McCormick Memorial Fund, working under a foundation to promote health, was accepted as a cooperating agency of the Congress. For many years this organization has been giving valuable assistance to the Congress.

The Board approved plans to publish a Year Book on Parent Education for 1930. Three Congress bureaus will collaborate in its preparation: Parent Education, Publications, and Education Extension.

A new committee-at-large has been formed, to be known as the Committee on Parent Training in Churches. Dr. Valeria Parker was appointed chairman.

Mrs. B. F. Langworthy, chairman of a special committee on The Ethics of Money Raising for Local Parent-Teacher Associations, made a report which offers constructive suggestions and presents the dangers of entertainments involving gambling, exploitation of children, and tag-day collections which use children.

CHILD WELFARE

Mr. Sidney J. Williams, Director of the Public Safety Division of the National Safety Council, came to the Board meeting and presented to state presidents award certificates for outstanding safety programs. The first state award was given to North Carolina, and the second to Illinois. The county award went to Kent County, Michigan; and the city award, to Erie, Pennsylvania.

Mrs. A. H. Reeve, former president of the National Congress and president of the International Federation of Home and School, was elected associate manager of the Bureau of Rural Life; Mrs. John E. Hayes, national historian, was chosen acting manager of the Bureau of Publicity to fill the unexpired term of Mrs. Laura Underhill Kohn, who was forced to resign because of ill health; and Mrs. F. H. Devere was elected chairman of the Committee on Safety to take the place of Dr. A. B. Meredith, resigned. Mrs. Bruce Carr Jones, Director of the Department of Health was elected acting director of the Summer Round-Up in place of Mrs. A. H. Reeve, resigned.

An evening was devoted to interesting reports of the Geneva meetings of the International Federation of Home and School. From different angles the meetings were described by Newell W. Edson, Mrs. W. W. Gabriel, Mrs. E. W. Frost, Mrs. Fred M. Raymond, Mrs. F. H. Devere, and Mrs. S. M. N. Marrs.

Mrs. Walter H. Buhlig, associate manager of the Bureau of Publicity, very efficiently took care of the publicity for the Board meeting. The three-



FROM THE TERRACE
Edgewater Beach Hotel, Chicago

months-old baby of one of the state presidents arrived in a basket with its mother and received its full share of publicity.

NATIONAL CHILD LABOR COMMITTEE TWENTY-FIFTH ANNIVERSARY CONFERENCE

HOTEL ROOSEVELT, NEW YORK CITY
DECEMBER 16 and 17

THE OAK LEAF CONTEST

Class standings as of October 31, 1929

CLASS A	CLASS B	CLASS C	CLASS D
Illinois	Iowa	Mississippi	Arizona
California	Arkansas	Florida	Montana
New York	Georgia	Oklahoma	Vermont
New Jersey	Minnesota	Oregon	Idaho
Texas	Tennessee	Massachusetts	Louisiana
Pennsylvania	Kansas	West Virginia	T H
Michigan	North Carolina	Rhode Island	South Carolina
Missouri	Indiana	Connecticut	Maine
Ohio	Wisconsin	Alabama	New Mexico
Colorado	North Dakota	South Dakota	New Hampshire
	Washington	Dist. of Columbia	Wyoming
	Kentucky	Virginia	Utah
	Nebraska	Maryland	Delaware
			Alaska

NOTE:—The branches are divided into four classes according to membership as follows:

- CLASS A—All having over 50,000 members.
- CLASS B—All having between 20,000 and 50,000 members.
- CLASS C—All having between 7,500 and 20,000 members.
- CLASS D—All having less than 7,500 members.

Above standings are based on subscription receipts from April 1, 1929, to October 31, 1929.

The Bureau of Publications

BY JOY ELMER MORGAN
Bureau Manager

*A Valuable Explanation of the Service Given by the Congress
Through its Bureau of Publications*

IT is the function of the Bureau of Publications to develop for the Congress, in cooperation with all the forces working in and through it, a literature which will serve every aspect of the work. This is a great task and it cannot be done overnight. The Bureau has sought first to develop those publications which concern the life of the movement itself. To this end standards have been developed for the annual volume of *Proceedings* which is now an attractive 500-page cloth-bound book—a worthy record of the important activities of the Congress. This helpful volume is used increasingly by officers in national, state, and local groups. It has been called “virtually an encyclopedia of parent-teacher information.”

Every local association should have a copy.

The Handbook has been improved and issued in a more attractive form. The addition of the suggested bylaws for different types of associations together with the complete material on *How to Organize* and *Parliamentary Procedure* give to local leaders an indispensable manual for constant reference. The clothbound edition makes this an attractive volume for a permanent library.

There has been developed an all-inclusive



Joy Elmer Morgan

In an organization as vast as the National Congress of Parents and Teachers no one method of communication is so effective as the printed word. Addresses can reach only a few. Meetings without helpful ideas soon grow dull and uninteresting. Unless a parent-teacher association can stand for something and do something that is worthwhile it is doomed sooner or later to die. The place of print in our parent-teacher work is therefore large and vital.

membership card which will serve as a bond to unite the vast membership. This year two million copies of this four-page card have been printed and are helping to vitalize the movement and to bring it closer to the individual member.

Plans were worked out during the Chicago Board Meeting for a *yearbook of parent education* which will be developed under the leadership of the new bureau manager of parent education, Dr. Ada Hart Arlitt, whose notable work in Cincinnati has given her a rich background for this particular task. It is hoped that this volume may be published in 1930.

Congress leaflets have played a large part in the growth of parent-teacher work. They have a still

larger part to play. The Bureau of Publications believes that there should be more and better leaflets; that these leaflets should be designed so far as possible to meet the needs of the individual members; that provision should be made for a much wider circulation. To do this will require both time and money. The September completion of the 1929-30 publications has made possible an earlier schedule for the 1930-31 printing program. These plans will make the publications available for 1930 summer planning

and fall distribution. Committee chairmen are already at work improving leaflets for the 1930-31 program and new leaflets will be developed to meet important needs not hitherto covered.

The Congress Library—An arrangement has been developed by which local associations, libraries, and individuals who wish to obtain in convenient form a complete file of the current official publications may do so by taking out a \$5 subscription which includes the *Proceedings for 1929*, the *Handbook* bound in cloth, *Parents and Teachers*, a year's subscription to *CHILD WELFARE*, and the *1929 leaflets*. Every local association should have one or more of these libraries at its service, either in the hands of the president at association headquarters, at the office of the school principal, or on the parents' bookshelf in the public library. The interest and effectiveness of the local work is increased when members understand their relation to the movement as a whole and appreciate their part in the endeavor to improve child life.

The Bureau of Publications is aided and guided in its work by an advisory committee consisting of two vice-presidents, one bureau manager, and two state presidents.



ENTERING THE TUNNEL

Kindergarten children of the Santa Barbara School of Los Angeles are here using the pedestrian tunnel. This means 100 per cent safety for the children at a crossing where there were numerous accidents before the tunnel was constructed.

December, 1929

Congress Comments

This fall George Washington University is offering its first credit parent-teacher course to be given during the scholastic year. The class will meet each week on Tuesday evening from 7.30 to 9.30. The course is being taken by both students and parent-teacher workers, and continues through the entire thirty-two weeks of the college year.

Plans are well under way for a conference on the parent-teacher movement to be held at Teachers College, Columbia University, on Thursday and Friday, December 5 and 6. The sessions will open at 9.00 a. m. on Thursday and continue until 4.00 p. m. on Friday. The daily sessions will be held in the Lincoln School Auditorium, located on 123rd Street between Morningside Drive and Amsterdam Avenue. This is one of the newest buildings at Teachers College and parent-teacher workers and students alike will welcome the opportunity to visit it. The evening session on Thursday will be held in the Horace Mann Auditorium at the corner of Broadway and West 120th Street. Incidentally, both Horace Mann and Lincoln Schools have thriving parent-teacher associations.

It is hoped that this conference will be one of the largest and most successful ever held at Teachers College. The college is rendering all possible aid in furnishing speakers and in advertising the conference among its students. Every parent-teacher worker living near New York will profit by attending every session possible.

During the fall months Mrs. Charles E. Roe, national field secretary, will be in Montana, Wyoming, Idaho, Washington, and Oregon.

Mrs. S. M. N. Marrs, national president, awarded certificates to more than 150 parents and teachers who had successfully completed the correspondence course offered by the Texas Congress. Last year 155 men and women were members of the graduating class. Texas is rapidly preparing trained leaders. Registrations for the course for this year have already exceeded the one thousand mark.

While in Chicago in September, Mrs. Marrs spoke over the radio on "A New Outlook in Parent Education."

National representatives have been busy this fall attending state conventions. Mrs. Hugh Bradford went to Nebraska, Oregon, and South Dakota; Mrs. Louis T. deValière, to Maine and Arkansas; Mrs. John E. Hayes, to Wyoming; Mrs. Frederick M. Hosmer, to Tennessee and South Carolina; Mrs. Arthur C. Watkins, to Rhode Island and Massachusetts; and Miss Frances S. Hays, to Indiana, Minnesota, Iowa, and Virginia. Mrs. Watkins attended state teachers meetings in Ohio and West Virginia.

Mrs. Grace E. Crum, Associate Manager of the Bureau of Parent Education, writes interestingly of the courses which she gave at Arcata, California, this summer in the twenty-second district. The membership of the regular daily classes was made up of those living near the college at Arcata. Since distances were great for out-of-town members there was one big meeting a week to which people came from places fifteen, twenty, and twenty-five miles distant. Five evening meetings were held at distances of from twenty-five to thirty miles from Arcata. Emphasis was laid on the attendance of auditors as well as of registered students. It was real extension work. Mrs. Crum used the course now running in CHILD WELFARE on "The Drifting Home," by Groves, and reports that the P. T. A. people were delighted with it.

Coming in January

A HOME-MADE BANKING SYSTEM

J. O. Simon

CURING A TEN-YEAR-OLD OF TANTRUMS

Roy E. Whitney

EMOTIONAL PROBLEMS WITH OUR CHILDREN

Garry C. Myers

THE CHILD'S ATTITUDE TOWARD READING

Phyllis Blanchard

January Program

THE Program Outlines for Parent-Teacher Associations published by National Congress of Parents and Teachers suggest the following topic and questions for January.

CHARACTER EDUCATION

Roundtable *Leader*, a parent or teacher
1. How do we as parents provide for character development in the home?

- (a) What characteristics can be developed at meal time?A parent
- (b) During family recreation?A parent
- (c) In family tasks?A parent

General discussion: Are there other family activities or situations which develop character in the home?

2. How can the school develop character?

- (a) At recess time?A teacher
- (b) In an arithmetic class?A teacher
- (c) In attitudes toward school work?A teacher

(d) In social activities of the school?A teacher or parent

3. How can parents and teachers cooperate to provide for development of character in children?

- (a) Are the school and home agreed in their methods of character formation?
- (b) Do we teach character or do we allow children to grow in character? How? Why?

General discussion.

In this issue these articles may be used as additional material on Character Education: The Christmas Spirit; The Importance of Early Childhood; and The Sixth Right.

BLOSSOMS IN THE LAND OF MELODY

Five songs, story between, 15 minute program number for primary grades, illustrated, colored cover, 75c., postpaid

BLOSSOMS ON THE STRAIGHT ROAD AHEAD

Over 100 recitations for children of all ages, \$1.15, postpaid

BY GENEVIEVE THOMAS WHEELER

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416 Altman Building Kansas City, Mo.

With One Possible Exception

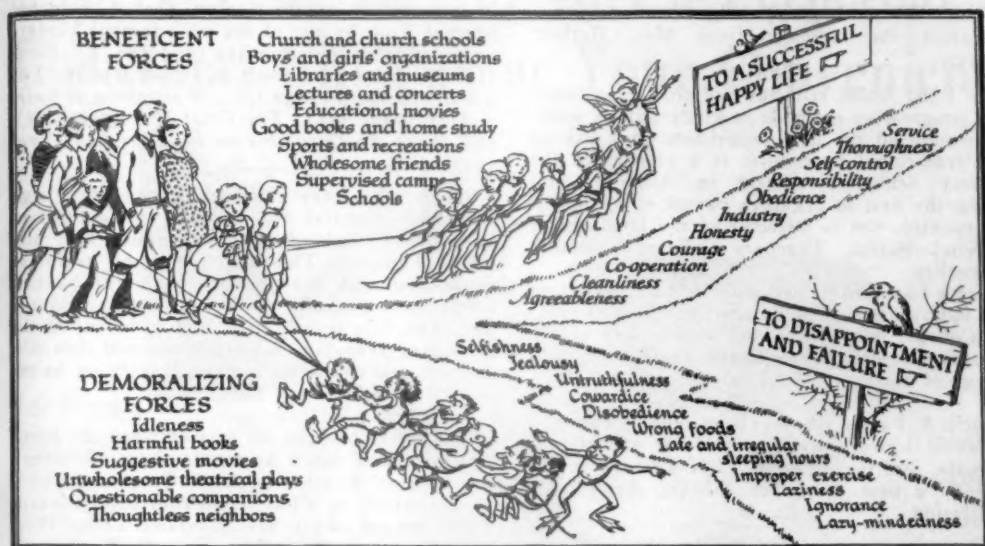
LITTLE Barbara, aged four, was getting undressed for bed when her father entered the room. It was the first time she had seen him in evening clothes, immaculate from crown to shoe-tips, and the child was strongly impressed by his appearance.

"Daddy, you are the very prettiest man I ever saw," she confided, snuggling in his arms for a good night kiss. "I think you are the prettiest man there is."

"Babs, you're a flatterer!" he laughed, by no means displeased by her appraisal. "Surely not the handsomest man in the world?"

"Well, daddy," she replied, as one who desires to be just above all else, "of course, I haven't seen God yet."

Sterling character is not the result of chance



PARENTS hold the balance of Power— Which group will YOU aid?

The University Plan of Character Building is
Unique — Practical — Necessary

It contains authentic information on every phase of the child problem.

It will help you prepare your little child mentally, physically, socially, and morally for the day when he enters school and will show you how to understand and how to co-operate with the aims of the school for the older child.

It places at your finger-tips the experience and knowledge of nationally known educators.

The University Plan of Character Building is so simple and practical that the busiest mother finds her task lightened.

Experimenting means making mistakes and then trying again; your child is too valuable for you to make mistakes in training.

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Gentlemen: Please send me, without obligation, further information about "The University Plan of Character Building."

Print Name

Address

December, 1929

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Our Contributors

CHILD WELFARE acknowledges with deep appreciation the message from Mrs. Herbert Hoover.

Dr. Patty Smith Hill has had close association with progressive methods in kindergarten work. She conducted the first experiment in breaking with traditional procedure, is a pioneer in the Nursery School movement in America, and among the first to organize parent education in this country. She is Director of the Department of Kindergarten, Teachers College, Columbia University.

Grace Langdon is instructor in the Department of Kindergarten, First Grade Education, Teachers College, has educational supervision of the Nursery School connected with the college, and charge of Nursery School Education.

Lucile F. Fargo, who has been actively engaged in School Library work, writes for educational journals, and is author of "The Library in the School," a new American Library Association publication.

Our readers who are following the series on "Our Children and Their Parents," by Dr. Garry Cleveland Myers, will want to be on the lookout for some articles by Dr. Myers that will appear under the heading "The Parent Problem" in several hundred newspapers throughout the country. P. T. A. study groups will also be interested in knowing that the U. S. Bureau of Education, Washington, D. C., sends out free two series of letters by Dr. Myers, one for parents of pre-school children, and one called "Helping Our Children Succeed in School."

Dr. Ruth Andrus is Director of the Division of Child Development and Parental Education in the New York State Department of Education, Albany, New York; Acting Director of the Institute of Child Welfare at Teachers College, Columbia University; and Child Study Group Chairman for the New York State Congress of Parents and Teachers.

Joy Elmer Morgan is the editor of the Journal of the National Education Association and manager of the Bureau of Publications of the National Congress of Parents and Teachers.

Marion Holbrook belongs to a promising group of young playwrights in New York City.

How to Use This Issue

Appropriate to the season are: a valuable Mother-Talk by one of the most famous kindergartners that America has produced, Elizabeth Harrison who was herself an exponent of the *The Christmas Spirit* (page 171); *Whitethorn at Yule: A Play* (page 184); *The Grist Mill* (page 204), and *Hang An Orchestra on the Christmas Tree* (page 179).

Those who have children of pre-school age will find material for thought in *Importance of Early Childhood*, by Patty Smith Hill and Grace Langdon. This article will be useful in connection with the January topic for parent-teacher associations, which is Character Education. The first seven years used to be called the formative years; now we are warned that disposition and character may be largely set in the first two years. (Page 180.)

Dr. Myers bridges the gap between the home and the school when he writes about *Children's Learning in Relation to Their Parents*. Just remove yourself as a barrier to your child's learning, is the gist of Dr. Myers' advice. (Page 196.) Mrs. Crum's study outline from E. R. Groves' "Drifting Home" is on *The Home: A Human Need*. (Page 202.)

Ruth Andrus has taken for her theme the Sixth Right of the Child—*To Be Born With a Sound Mind in a Sound Body*. Dr. Andrus takes a long view and tells how to build for the future, by developing in young people "those qualities upon which successful, happy parenthood and adult life are built." (Page 188.)

The normal boy's delight in red-blooded stories and the way in which it can be directed into right channels has been a subject of much thought to one school librarian, and she has put the results of her experiments into "*Thrillers*." (Page 175.) Lucile Fargo has some helpful suggestions about books that combine the desired elements of stirring action and literary value, and tells how the boy may be coaxed from the less good to the much better.

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